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ABSTRACT

This second study of Romanian education reports important reforms that have strengthened the educational system and, moreover, provides a picture of the system at all education levels as of the 1969-70 academic year. Since Communist acquisition of power late in 1947, three major educational reforms have reflected a progressive nationalistic educational trend. The first, in 1947, aligned Romania's Western-oriented educational system with that of the Soviet Union; the second, in 1955, called for reorganization of the schools along polytechnical lines. Revealing a bolder posture toward national independence and also reflecting political aspirations and educational objectives of the regime, the third reform in the 1960's was designed to further Romania's long-range plans for industrialization and technical development and fostered change in general education, higher education, teacher education, and the vocational system. Among the achievements of this latter reform were: 1) the revitalization and modernization of higher education, and alignment of Romania's higher education with the modernization process occurring in the west; 2) extension from 8 to 10 years of free and compulsory education; 3) a rise of enrollment at all levels; and, 4) reorganization of vocational education. (SJM)

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education in ROMANIA:

A DECADE OF CHANGE

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Highlights

- At the Ninth Party Congress of July 1965, the official name of the country was changed from the People's Republic of Romania to the Socialist Republic of Romania (*Republica Socialistă România*).
- In spite of the relatively great strides in industrialization during the 1960's, over 60 percent of the people continue to live in rural areas.
- Committed to rapid, full-scale industrialization and modernization, Romania displayed during the 1960's a posture of independence and nationalism, which brought about significant developments in the education field.
- Ultimate decisionmaking power in all spheres of life, including education, continues to lie in the Communist Party acting under the direction of its top leadership.
- The third major educational reform since the Communist acquisition of power late in 1947 was enacted into law in May 1968 and implemented in the beginning of the 1968–69 academic year.
- The system of free and compulsory education was extended from 7 to 8 years in 1961 and from 8 to 10 years in 1968.
- As reorganized in 1968–69, the secondary schools are of two basic types: academic (general) and specialized (agricultural, economic, health-oriented, or industrial).
- In 1968, a number of 2-year institutions of higher learning were established to train "junior engineers" and "architectural foremen."

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education in ROMANIA:

A DECADE OF CHANGE

by

Randolph L. Braham

The City College of the
City University of New York

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Foreword

Among U.S. Office of Education reports on education in other countries have been several studies of Eastern European education systems. The most recent are "Education in the Hungarian People's Republic" (1970), "The Educational System of Yugoslavia" (1970), and "Soviet Programs in International Education" (1971).

The present report is the second study of Romanian education to be published by the Office of Education. Since the first study in 1963, national developments in Romania and the strengthening of its education system have been reflected in important educational reforms. This second report documents these developments at all educational levels and provides a picture of the education system as of the 1969–1970 academic year. As the author of the earlier study, Dr. Braham is particularly well qualified to trace the changes in Romanian education since 1963.

In addition to these reports on Romanian education, Dr. Braham has done two other comparative education studies for the Office of Education: "Israel: A Modern Education System" (1966) and the 1970 study on Hungarian education.

Dr. Braham has requested that acknowledgment and thanks be given here to Seymour Rosen for his careful professional review and helpful critical comment during the preparation of this study. Mr. Rosen is Specialist in Education in the U.S.S.R. and Eastern Europe in the Office of Education's Institute of International Studies and author of several related studies on the Soviet Union and Eastern Europe.

ROBERT LEESTMA
Associate Commissioner for International Education

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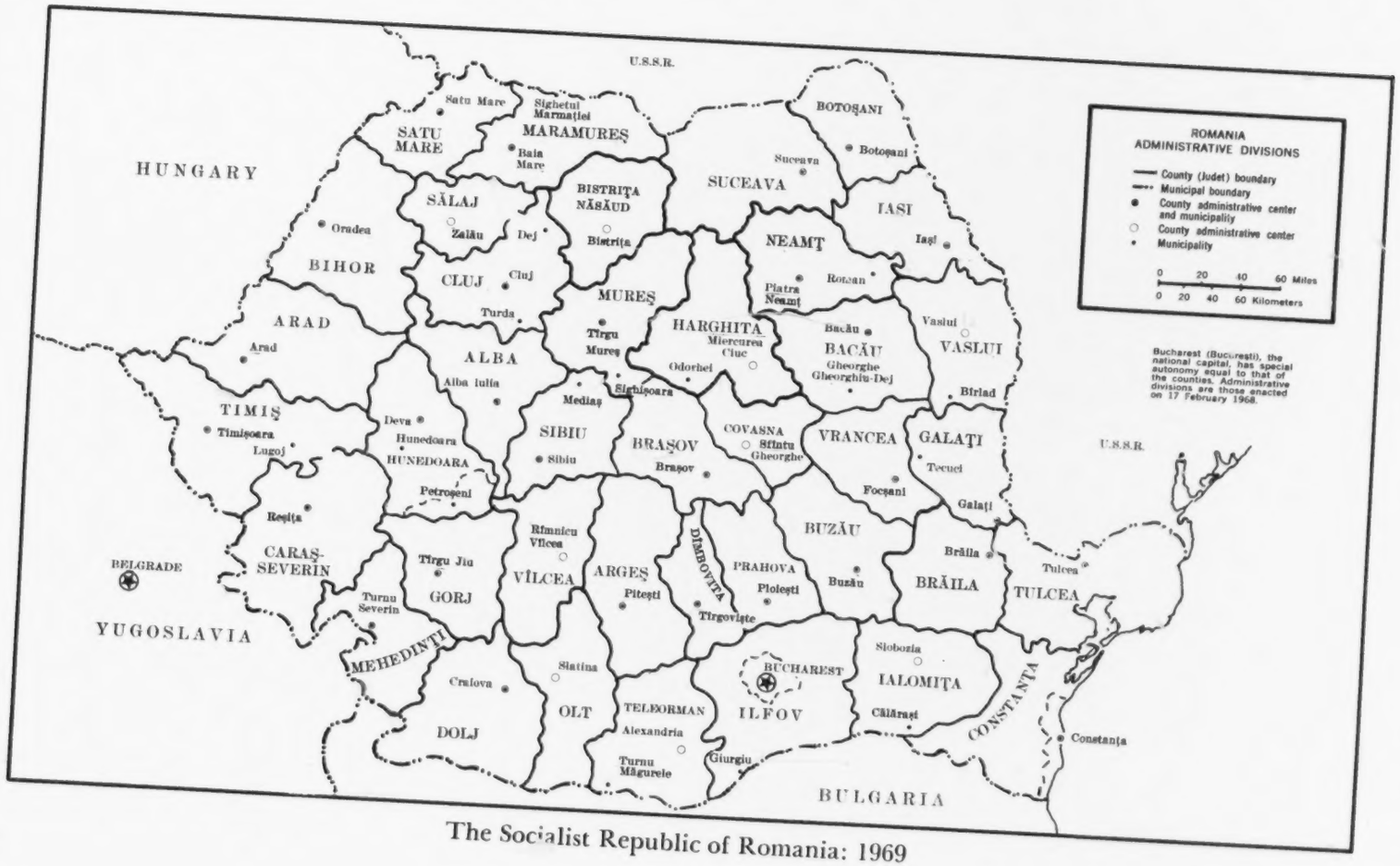

The Socialist Republic of Romania: 1969

I: Romania, 1960-70—A Retrospect

Geographic-Administrative Reform

Encompassing an area of 91,934 square miles in southeastern Europe, the Socialist Republic of Romania (*Republica Socialistá România*) lies on either side of the Carpathians and the Transylvanian Alps. To the east and north she borders the U.S.S.R.; to the west, Hungary and Yugoslavia; and to the south, Bulgaria.

Until February 1968, the country's territory was divided into 16 economic-administrative regions reflecting the industrialization and nationalities policies of the regime.[1] The regions, in turn, were divided into districts.

In response to a decision by the Central Committee of the Romanian Communist Party on February 14, 1968, the Grand National Assembly two days later adopted a series of measures revising, among other things, the provisions of Article 15 of the 1965 Constitution.

In accordance with the revisions, the country's territory was divided into 39 counties (*judeţe*),[2] which, in turn, were subdivided into towns (*oraşe*) and communes or villages (*comune*). The new territorial-administrative system denotes a return to the one that was in existence prior to the Communist assumption of power late in 1947. Politically, this system reflects the regime's efforts in the late 1960's to abandon the Soviet model adopted during the Stalin era and reinstitute the "positive" aspects of the Romanian past.

Although the status of municipality is assigned to 45 of the country's cities, only the Municipality of Bucharest enjoys a position equal to that of the counties.

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[1] Argeş, Bacău, Banat, Braşov, Bucharest, Cluj, Crişana, Dobrogea, Galaţi, Hunedoara, Iaşi, Maramureş Mureş-Magyar Autonomous, Oltenia, Ploieşti, and Suceava. The Mureş-Magyar Autonomous Region was established in an attempt to satisfy the aspirations of the large number of Hungarians living in Transylvania.

[2] Alba, Arad, Argeş, Bacău, Bihor, Bistriţa-Năsăud, Botoşani, Braşov, Brăila, Buzău, Caraş-Severin, Cluj, Constanţa, Covasna, Dîmboviţa, Dolj, Galaţi, Gorj, Harghita, Hunedoara, Ialomiţa, Iaşi, Ilfov, Maramureş, Mehedinţi, Mureş, Neamţ, Olt, Prahova, Satu Mare, Sălaj, Sibiu, Suceava, Teleorman, Timiş, Tulcea, Vaslui, Vîlcea, and Vrancea. See Law No. 2/1968 on the administrative division of Romania in *Colecţie de legi, decrete, hotăriri şi alte acte normative* (Collection of Laws, Decrees, Decisions and Other Normative Acts), Bucharest, No. I, 1968, pp. 39–43.

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Demographic Changes

According to the census of March 15, 1966, Romania had a population of 19,103,163, an increase of around 1.6 million over the census of February 21, 1956. On July 1, 1968, the country's population was estimated at 19,720,984, of which 9,670,757 or 49 percent were males.[3]

In spite of the relatively great strides in industrialization during the past decade, the country's population continues to remain basically rural. Of the estimated total population of 19,284,814 on July 1, 1967,[4] 11,816,746 lived in the rural areas, a negligible decline from 12,015,186 in 1956 and 12,159,485 in 1948. However, while the total rural population remained relatively constant, the increase in the urban population —from 3,713,139 in 1948 to 5,474,264 in 1956 and 7,468,068 in 1967— brought about a decrease in the rural percentage from 76.6 in 1948 to 68.7 in 1956 and 61.3 in 1967.[5]

Although Romania is more homogeneous than she was before World War II,[6] there are still 15 nationalities residing in the country. According to the March 1966 census, 16,781,000 or 87.8 percent of the country's population were Romanians, 1,603,000 or 8.4 percent Hungarians, 377,000 or about 2 percent Germans, and 342,000 or about 1.8 percent other nationalities, including Jews, Serbians, and Ukrainians.[7]

The Szeklers, who make up about one-third of the country's Hungarian population, live in a compact mass in the eastern area of Transylvania, while the Saxons and Swabians, the two main components of the German population, live in the southern and northeastern parts of Transylvania and in the Banat, respectively.

Religious allegiances reflect to a large extent the ethnic composition of the population. Approximately 80 percent of the people nominally belong to the Romanian Orthodox Church, the current membership of which includes about 10 percent of those Romanians who belonged to the Greek Catholic or Uniate Church which was incorporated into the Orthodox Church in 1948. Another 9 percent of the citizens, mostly Hungarian, are members of the Roman Catholic Church, while the remaining 11 percent are Calvinists, Jews, and Lutherans.

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[3] *Statistical Pocket Book of the Socialist Republic of Romania, 1969.* Bucharest: Central Statistical Board [1970], p. 25.

[4] The urban-rural population distribution in 1968 was not identified in Romanian sources.

[5] *Anuarul statistic al Republicii Socialiste România, 1968* (Statistical Yearbook of the Socialist Republic of Romania, 1968). Bucharest: Direcţia Centrală de Statistică, [1969], p. 66.

[6] The greater homogeneity of Romania's postwar population can be attributed to the loss of Bessarabia and Southern Dobrudja (with their Ukrainian and Bulgarian minorities) to the USSR and Bulgaria, respectively, the wartime compaign against the Jews, and the postwar expulsion of Germans.

[7] Ladislau Banyai and Richard Winter, "Rezolvarea problemei naţionale—rezultat al făuririi societăţii socialiste" (The Solution of the Nationalities Problem—An Achievement of the Socialist Society). *Lupta de Clasă* (The Class Struggle), Bucharest. XLIX:5:11–19, May 1969.

Political Evolution: From People's Democracy to Socialist Republic

During the 1960's Romania experienced a quiet revolution that brought about significant and dramatic changes in the country's internal and international affairs. Facilitated if not triggered by the disarray in the once monolithic Communist bloc and especially the ever-widening Sino-Soviet split, these changes involved a reorientation of Romania's policies. The present leaders have for the past decade been trying to advance their national interests instead of those of the world Communist movement determined by the U.S.S.R.

Romania's display of independence and economic nationalism can be traced to the Romanian Communist Party decision in June 1960 to insure the country's industrialization under a very ambitious Six-Year Plan.

The Romanian commitment to rapid, full-scale industrialization and modernization conflicted with the Soviet plan for multilateral integration and specialization of the economies of countries belonging to the Council for Mutual Economic Assistance (COMECON). While acknowledging the validity of the principles of international division of labor in the Soviet plan, the Romanians claimed that to adopt the plan itself would merely perpetuate their country's economic underdevelopment and dependence on the more industrially advanced socialist countries. The plan was for all practical purposes shelved in July 1963 when Romanian-advanced bilateralism triumphed over the Soviet multilateralism.

Although Romania's resistance to Soviet plans was at first strictly economic in nature, it gradually took on a political coloration. In a remarkable display of independence, the Romanians, among other things, reestablished diplomatic relations with Albania, recognized the Federal Republic of Germany, maintained strict neutrality in the Sino-Soviet dispute, followed a self-determined line on the Arab-Israeli struggle, established consular and commercial relations with Spain, and opposed and condemned the Soviet-led invasion of Czechoslovakia.

The 1960's also saw a gradual improvement in U.S.-Romanian relations. Beginning with the 1960 agreement on partial restitution to American claimants for property confiscated by the Romanian authorities, relations between the two countries assumed an increasingly normal tone. The cultural exchanges launched in the same year have continued on the basis of annual agreements, and the U.S. Embassy in Bucharest has been permitted to distribute a cultural bulletin. The jamming of the Voice of America ceased in 1963.

These steps taken in the early 1960's led to the elevation of the legations in both countries to embassies and to a substantial increase in high-level contact, culminating in Prime Minister Gheorghe Maurer's official visit to Washington, D.C., in June 1967, President Richard M. Nixon's tour of Bucharest in August 1969, and Romanian President Nicolae Ceauşescu's visit to the United States in October 1970.

The Romanians have consistently defended these foreign political innovations as being not only correct in the sense that they were de-

signed to develop amicable relations with all countries, but also ideologically consistent with Marxism-Leninism and in tune politically with pronouncements by Soviet leaders. They have argued that Marxism-Leninism recognizes the right of each country to build socialism, including industrial and economic self-sufficiency, in accordance with particular local conditions and that the Soviet leaders correctly identified the principles guiding relations between socialist countries as those of "complete equality, respect for territorial integrity, national independence of sovereignty, and noninterference in each other's internal affairs." [8] The Romanians incorporated these principles in their Party statement of April 1964,[9] which amounted to a virtual declaration of independence. In it, they vigorously defended their right to protect the "national independence and sovereignty" of Romania against any "superstate or extrastate" organizations and opposed any "parent-son" relationship between parties.

In this same period external de-Sovietization or desatellization was coupled with a general de-Russification of internal institutions. One of the most dramatic changes was the transfer of Russian from a required to an elective course in virtually all educational institutions.

The growth of political nationalism was accompanied by a program of de-Stalinization.[10] Among other things there was a diminution of the internal security apparatus, the release of nearly all political prisoners under the amnesties of 1964 and 1967, and the easing of travel restrictions.

Although many of these innovations were initiated under the leadership of the late Gheorghe Gheorghiu-Dej, the more radical ones are associated with Nicolae Ceaușescu, Secretary General of the Party since 1965 and Head of State since December 1967. His emphasis on Romanian national interests and traditions and on domestic policies yielding a gradually improved living standard somewhat enhanced the popularity of the regime.

The new, peculiarly Romanian road to socialism is perhaps best symbolized by measures that were adopted in July 1965 when the Ninth Party Congress changed the organizational framework of the Party and State. At this time, the Romanian Workers' Party was renamed the Romanian Communist Party (*Partidul Comunist Român*) and the Romanian People's Republic became the Socialist Republic of Romania (*Republica Socialistă România*). All organizational-structural changes were incorporated into the new Party statutes and State Constitution, respectively.

Government

Formally, the Socialist Republic of Romania has a parliamentary system of government in which members of the executive branch are

[8] These principles were first spelled out by Premier Nikita Khrushchev in his declaration of Oct. 30, 1956, concerning relations between countries constituting what he had called the *commonwealth of socialist nations*.

[9] For text, see *Scînteia* (The Spark), Bucharest, Apr. 26, 1964.

[10] The Romanians assert that they started their de-Stalinization in 1952 (when Stalin was still alive) with the removal from power of Ana Pauker and Vasile Luca.

elected by and responsible to the legislature. In reality, however, the government is highly centralized, with ultimate decisionmaking power vested in the upper hierarchy of the Party. The Party has played a dominant role in all important aspects of Romanian society, a role formally started in August 21, 1965, when the then-adopted constitution provided for its exclusive position in the new socialist State.

The supreme organ of the State power is, theoretically, the Grand National Assembly (*Marea Adunare Naţională*). Composed of 465 members elected from single-member electoral districts,[11] this unicameral branch is basically an agency convened twice a year to legitimize the actions taken in the interim. When the Assembly is not in session, the bulk of legislative work is performed by the Council of State (*Consiliul de Stat*), a permanent body elected from and by the Assembly for the duration of its mandate. The Council is composed of a president, who is also the titular Head of State, three vice presidents, 15 members, and a secretary.

Executive and administrative power is formally vested in the Council of Ministers (*Consiliu de Miniştri*) composed of the Prime Minister, one first vice premier, seven vice premiers, and a number of ministers and heads of various central administrative organs. Although the Council, like the other State bodies, is theoretically subordinate to the Assembly, it is in fact the primary agency that acts on decisions taken by the Party leadership. This role is greatly facilitated by the fact that many of the leading members of the Council are also members of the central organs of the Party.

The powers of the Council of Ministers with regard to defense were somewhat abridged in March 1969 when a Council of Defense (*Consiliu de Apărare*) was established to deal with all military matters. The Council of Defense was an outgrowth of Romania's opposition to the Soviet-led invasion of Czechoslovakia and rejection of the so-called Brezhnev doctrine of "limited sovereignty" advanced to justify the occupation.

The primary function of the judiciary, according to the constitution, is to defend "socialist order and personal rights" and to educate citizens concerning "respect of law." Composed of a Supreme Court, the county courts, and the people's courts, the judiciary performs its functions in cooperation with the Chief Public Prosecutor (*Procuror General*). The Chief Public Prosecutor and members of the Supreme Court, who have no power of judicial review, are elected by each new Assembly and are responsible to it, and, between sessions, to the Council of State. The primary function of the Chief Public Prosecutor is to supervise the activities of criminal investigation agencies and to insure the "defense of the socialist order . . . and of citizens."

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[11] Elections are conducted within the framework of the Communist-controlled coalition bloc. Known as the People's Democratic Front (*Frontul Popular Democratic*) until October 1968, when it was changed to the Front of Socialist Unity (*Frontul Unităţii Socialiste*), this coalition includes all the mass organizations of the country, among them the Union of Student Associations (*Uniunea Asociaţiilor Studenţilor*). For a list of all the mass organizations in the Front, see *Scînteia Tineretului* (The Spark of Youth), Bucharest, Dec. 20, 1968, p. 1.

Theoretically, professional judges, like lay assessors, are independent and subject only to the law. In reality, however, the assessors who are present in most courts of first instance and enjoy equal rights with the professional judges are in fact "defenders" of the interests of the system. They are elected by the people's councils from slates submitted by the Communist Party. Since the adoption of reform measures in 1968–69, however, the judiciary is much more responsive to the protection of the rights of citizens than it was in the past. The new penal code of 1968 and the laws pertaining to the organization of the judiciary and the Prosecutor's Office (*Procuratura*), which went into effect on January 1, 1969, represent a significant step forward in revamping the judiciary process.

At the local level, the primary organs of the State power are the people's councils (*consiliile populare*). The executive and administrative responsibilities of these councils are performed by executive committees (*comitetele executive*). Each executive committee is headed by a chairman called primar (*președinte*), whose functions are basically similar to those of a mayor in the United States. The executive committees carry out their functions through sections organized to oversee the basic tasks confronting a particular community. In the field of education, by far the most important role is played by the education sections of the executive committees of the county people's councils. These sections usually act in accordance with general guidelines and instructions issued by the central organs of the Party and by the Ministry of Education (*Ministerul Învăţămîntului*)

The Communist Party

Under the constitution, sovereignty is vested in the people, who exercise it through their elected representatives in the Grand National Assembly; however, ultimate decisionmaking power belongs to the Communist Party acting under the direction of its top leadership. This unique Party position, which received constitutional legitimacy in August 1965, is justified on the ground that, with the elimination of class antagonism and the establishment of a socialist society, the interests of all the people are represented by the Party.

The 1960's saw a great expansion in Party membership, primarily as a result of a 1962 Central Committee resolution which provided a more liberal admission policy to collective farmers and pro-regime intellectuals. The increase in membership was also undoubtedly due to increased popularity of the Party in the wake of its domestic de-Russianization measures and to its pragmatic, independent foreign-policy moves. The Party's membership increased from 1,450,000 in July 1965 to 1,924,500 in August 1969. Its ratio of one member for every 10 Romanians is one of the highest in the Communist world. Of the total Party membership, 43 percent are workers, 28 percent peasants, and 23 percent intellectuals and white-collar workers.[12] In terms of national

[12] *Congresul al IX-lea al Partidului Comunist Român* (The Ninth Congress of the Romanian Communist Party). Bucharest: Editura Politică, 1965, p. 71; *World Strength of the Communist Party Organizations* (22nd Annual Report). Washington, D. C.: Department of State, Bureau of Intelligence and Research, 1970, pp. 69–70.

background, 88.43 percent are Romanians, while 11.57 percent are of German, Hungarian, or other descent.[13]

As a result of the decisions adopted during the Ninth and Tenth Party Congresses in July 1965 and August 1969, respectively, the organization and structure of the central Party organs were changed. The changes reflect the needs and interests of the leaders, who came to power after the death of Gheorghe Gheorghiu-Dej in March 1965.

The highest organ of power, according to the statutes, is the Party Congress, which is convened once every 5 years. In reality, however, the Congress, like the Grand National Assembly, is merely a rubber-stamp agency. Power is concentrated in the permanent agencies of the Party: the Central Committee (*Comitetul Central*), the Executive Committee (*Comitetul Executiv*), and the Standing Presidium (*Prezidiul Permanent*).

The Central Committee, composed of 165 members, guides the Party in the interval between the congresses and holds plenary meetings at least once every 4 months. It also elects the 21 members of the Executive Committee, who lead the Party between plenary meetings, and the nine members of the Standing Presidium, who are primarily entrusted with the "solution of current political problems" confronting the Party.

The central Party organization also includes the Central Party Collegium (*Colegiul Central de Partid*), formerly known as the Party Control Commission, and the Central Auditing Commission (*Comisia Centrală de Revizie*). The nine-member Collegium, elected by and responsible to the Central Committee, is in charge of personnel matters. The Central Auditing Commission, which has 23 members elected by the Party Congress, is in charge of verifying implementation of the Party budget and of auditing Party finances.

The implementation of decisions of central Party organs is entrusted to the Secretariat (*Secretariat*), headed by the Secretary General (*Secretarul general*), who is elected directly by the Party Congress.

The functions of Party organizations are all-pervasive. While national policy in all spheres of life is determined by the top leadership of the Party, implementation of that policy is entrusted to central and local governmental organs acting in cooperation with Party units organized within their framework.

In education, as in all other fields, the prevalent character of the Party is illustrated by the role it plays in formulating and implementing educational policy. Fundamental policy on all aspects of education is first discussed and determined in the appropriate sections or committees of the central Party organs. Once a decision is reached, it is issued in the form of a Central Committee directive, then translated into legislative language and published in the form of a law or decree by the Council of Ministers. Implementation is achieved through decisions and resolutions of the various ministries, especially the Ministry of Educa-

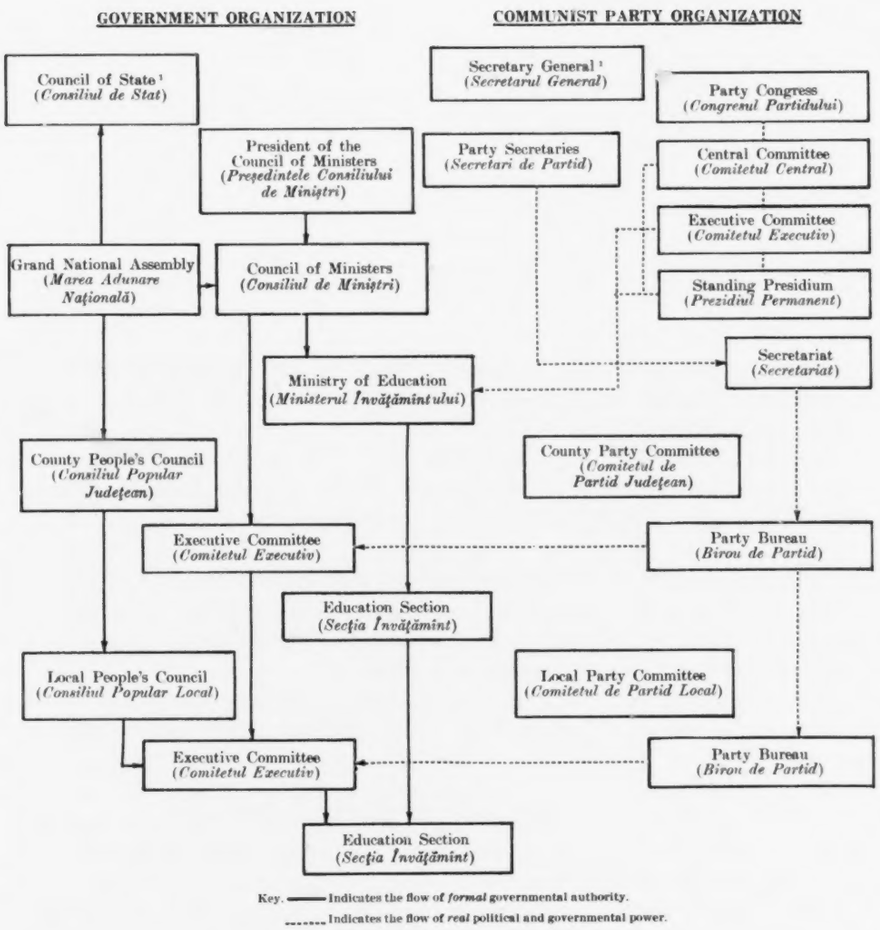
[13] Ladislau Banyai and Richard Winter, *op. cit.*

tion.[14] In accordance with legislative enactments, the school system operates through a governmental apparatus that extends downward from the ministries to the various education sections of the county, town, and commune people's councils.

The implementation of Party policies at all levels is assured through Party cells, or basic organizations, which operate in all school units and subunits. Strict adherence to a given party line in educational as in all other matters is assured by the Party positions held by politically influential educators and by the *ex officio* presence of Party and UTC (*Uniunea Tineretului Comunist*/Union of Communist Youth) representatives in the major administrative bodies of most educational institutions.

The policies of the executive organs of the Government and of the Party, both at the central and local levels, are highly synchronized, primarily because of the interlocking system inherent within the Party-State structure of the Socialist Republic of Romania (chart 1).

[14] The determining role of the Communist Party in educational matters as in all other spheres of public life is sanctified by law. See, for example, Articles 2 and 7 of Decree No. 1171/1968 of the Council of State concerning the organization and operation of the Ministry of Education. The former stipulates that the Ministry must implement its functions under the guidance and leadership of the Central Committee of the Romanian Communist Party; the latter states that members of the leadership collegium of the Ministry, collectively and separately, are responsible to the Central Committee for activities of the Ministry. For the text of Decree No. 1171/1968, see *Buletinul Oficial* (Official Bulletin), Bucharest, No. 172, Dec. 29, 1969, pp. 1911–13.


GOVERNMENT ORGANIZATION
COMMUNIST PARTY ORGANIZATION
Council of State[1] (Consiliul de Stat)
Secretary General[1] (Secretarul General)
Party Congress (Congresul Partidului)
President of the Council of Ministers (Președintele Consiliului de Miniștri)
Party Secretaries (Secretari de Partid)
Central Committee (Comitetul Central)
Executive Committee (Comitetul Executiv)
Grand National Assembly (Marea Adunare Națională)
Council of Ministers (Consiliul de Miniștri)
Standing Presidium (Prezidiul Permanent)
Secretariat (Secretariat)
Ministry of Education (Ministerul Învățământului)
County People's Council (Consiliul Popular Județean)
County Party Committee (Comitetul de Partid Județean)
Executive Committee (Comitetul Executiv)
Party Bureau (Birou de Partid)
Education Section (Secția Învățământ)
Local People's Council (Consiliul Popular Local)
Local Party Committee (Comitetul de Partid Local)
Executive Committee (Comitetul Executiv)
Party Bureau (Birou de Partid)
Education Section (Secția Învățământ)
Key. —— Indicates the flow of formal governmental authority.
------- Indicates the flow of real political and governmental power.

[1] In Dec. 1967, Nicolae Ceauşescu, the Secretary General of the Romanian Communist Party, was appointed President of the Council of State, i.e., President of the Socialist Republic of Romania.

Chart 1.—The Romanian-Party State: The Interlocking System.

II: Changes in Education—An Overview

After openly assuming power at the end of December 1947, the Communist regime in Romania adopted three major educational reform measures.

The first, undertaken under Decree No. 175 of the Presidium of the Grand National Assembly of August 3, 1948,[1] aligned Romania's traditional Western-oriented educational system with that of the Soviet Union. Both in form and substance this reform was the most far-reaching of the three, for it provided for the nationalization of all educational institutions, the adoption of Marxist-Leninist principles of education, and the adjustment of educational policies to changing requirements of the planned economic system.

The second reform was initiated by the Second Congress of the Romanian Workers' (Communist) Party in December 1955. Convened for the adoption of the second Five-Year Plan calculated to advance Romania's industrialization program, the Congress called for the reorganization of the schools along polytechnical lines in order to insure a greater synchronization of theoretical-academic studies with industrial and agricultural production.

This reorganization, instituted in 1956–57, affected chiefly the primary-secondary schools and higher education. It involved a fundamental revision of the operation and network of the primary and secondary schools by establishing a unified system known as the school of general education (*şcoală de cultură generală*) ; [2] also, the improvement of political and polytechnical training in higher education. To advance the dual aim of higher education—the training of highly skilled technical personnel needed in a planned economy and the creation of an ideologically and politically reliable intelligentsia—the 1957 act for the reorganization of institutions of higher learning provided for a close correlation between education and the practical requirements of the economy and for the improvement of the social composition of the students, the

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[1] *Monitorul Oficial* (Official Gazette), Bucharest. Part I, No. 177, Aug. 3, 1948, pp. 8322–24. The reforms also stipulated the eradication of illiteracy. For details, see Randolph L. Braham, *Education in the Rumanian People's Republic.* Washington, D.C.: U.S. Department of Health, Education, and Welfare. Office of Education, 1963, pp. 14–15.

[2] See Decree No. 1380/1956 of July 20, 1956, in *Colecţie de legi, decrete, hotărîri şi dispoziţii. 1956 1 iulie–31 august* (Collection of Laws, Decrees, Decisions, and Orders, July 1–Aug. 31, 1956). Bucharest: Editura ştiinţifică, 1956, pp. 58–69.

teaching of the social sciences, and the political-ideological training of the students.[3]

In light of the educational experience of the late 1950's and early 1960's, a third major reform was implemented in 1968. It was designed to further Romania's long-range plans for industrialization and technical development.

The 1960's

The reforms of 1956–57 had a mixed effect on educational development in Romania. While they brought about significant improvements in the quantitative and qualitative aspects of education, they proved disappointing in view of the fact that some old problems persisted and new ones arose.

Among the achievements of the 1960's were the extension of the free and compulsory system to 8 years and the lengthening of elementary-secondary general education to 12 years.[4] This 8-plus-4 system, initiated in 1961, was developed during the mid-1960's. Significant progress was also made in the development of postelementary education. The expansion of the network of academic and specialized secondary schools and of professional, technical, and vocational institutions made possible the inclusion of about 62 percent of all elementary school graduates in 1967–68 compared with only 51.5 percent in 1963–64.[5] Qualitatively, the caliber of the schools was greatly improved by the training of a more competent teaching staff and the upgrading of sciences and mathematics. The social sciences and to a lesser extent the humanities, however, continued to be subject to the political-ideological exigencies of the regime.

The achievements associated with reforms were perhaps most pronounced in the sphere of higher education. With the expansion of older institutions of higher learning and the founding of new technical and teacher-training colleges and two new universities, it was possible to admit an ever larger number of students.[6]

By 1967, Romania was operating 46 institutions of higher learning with 185 schools or faculties (*facultăţi*) and a total student body of 141,589 in contrast to only 131 schools with 71,989 students in 1960–61

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[3] Decision No. 1003/1957. *Ibid.*, No. IV, 1957, pp. 59–81.

[4] Before the Communist acquisition of power in late 1947, the combined primary-secondary school period was 12 years. The standard primary schools had 4 grades and the secondary schools or lyceums 8 grades. In accordance with the Soviet model, the school period was reduced in 1948 to 11 years and in 1951 to 10 years—7 years of elementary and 3 years of secondary school. In the wake of the 1956 reform, the school period was raised to 11, and under a decree of the Council of State (*Consiliul de Stat*) of 1961 to 12 years.

[5] "Studiu privind dezvoltarea învăţămîntului de cultură generală" (Study on the Development of the Schools of General Education). *Gazeta Învăţămîntului* (Journal of Education), Bucharest. XX:933:2. Feb. 9, 1968. The study was prepared under the auspices of the Ministry of Education.

[6] The two new universities are those of Craiova and Timisoara. For details on these and the other institutions, see chapter VI.

and 129 schools with 48,676 students in 1948–49.[7] During 1960–65, institutions of higher learning trained about 77,000 specialists in all branches of science, education, and culture.[8] The increase in the number of institutions and students was matched by the addition of more equipment, enlarged educational facilities, and more scholarships.

The shortcomings of the 1956–57 educational reforms came to the fore following adoption of the Six-Year Plan by the Third Party Congress in June 1960. Soviet opposition to Romania's ambitious industrialization program and Romania's rejection of Khrushchev's plan for integrating the economies of Soviet-bloc nations gave impetus to the revival of nationalist feelings, couched in the language of "socialist patriotism." Romania's ever-bolder manifestations of independence and economic autarchy involved a de-Russianization campaign designed among other things to re-Romanianize the educational system.[9]

Throughout 1960–68, the Party press as well as the professional education journals featured a series of articles describing and deploring the shortcomings of the education system. Among these were faults in both the structure and curriculum of the schools at all levels.

In the elementary-secondary sphere, writers criticized the inadequate length of compulsory education, the failure to update curriculums, syllabuses, and textbooks to keep pace with developments in science and technology, the insufficient number of qualified teachers being trained, and the slow pace at which new equipment was added and new laboratories were established.[10]

Higher education was criticized not only on educational grounds but, indirectly, on political ones. Emboldened by the independent socialist line being followed by the new Communist leadership and by insights provided through increased contacts with the West, critics came to the conclusion that the dogmatic application of the Soviet education model, the isolation of the Romanian education system from more advanced Western methods, and the neglect of the "progressive tradition" of the prewar national education system had proved harmful to Romanian higher education. The organization and structure of higher education, they argued, failed to meet specific conditions in Romania and ignored the general experiences of countries with more advanced higher education systems.

The list of shortcomings cited tended to grow with the passage of

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[7] *Statistical Pocket Book of the Socialist Republic of Romania,* 1969. Bucharest: General Statistical Board, 1970, pp. 356–57.

[8] "Studiu privind dezvoltarea învăţămîntului superior" (Study Concerning the Development of Higher Education). *Scînteia Tineretului* (The Spark of Youth), Bucharest, July 21, 1967.

[9] In Sept. 1963, for example, the Maxim Gorky Institute of Russian Language and Literature, a center of Soviet educational influence, was deprived of its separate identity and incorporated by the School of Slavic Languages and Literature of the then newly established Institute of Foreign Languages and Literature (*Institutul de Limbi şi Literaturi Străine*) in Bucharest. For further information on educational developments in Romania during this time, see Ştefan Bălan, "Dezvoltarea învăţămîntului in Republica Populară Romînă" (The Development of Education in the Rumanian People's Republic). *Lupta de Clasă* (The Class Struggle), Bucharest, XLIV:9:30–40, Sept. 1964.

[10] "Studiu privind dezvoltarea învăţămîntului de cultură generală," *op. cit.*

time. Specifically, the critics found, among other things, that higher education

- suffered from being fragmentized into narrow specialties;
- failed to provide a long-term, scientifically based plan relating to cadre requirements;
- underemphasized the teaching of economics;
- was overcentralized and rigid in the planning and issuance of curriculums, syllabuses, and textbooks;
- failed to keep pace with advances in scientific knowledge;
- fell short of providing the faculty and student body with a sufficient supply of scientific and documentary material;
- neglected such important academic-scientific areas as cybernetics, automation, genetics, and sociology; and
- showed a tendency to underestimate the internal strength of the Romanian people.[11]

The first inkling that a major educational reform was under consideration came from a speech by Secretary General Nicolae Ceauşescu at the Ninth Congress of the Party in July 1965.[12] The Party Secretary identified as one of the major objectives of the Party and State [13] the development and improvement of education at all levels, including the extension of the compulsory system to 10 years and the establishment of specialized secondary schools.

The Reform of 1968

The third major educational reform since the Communist acquisition of power late in 1947 was enacted in May 1968 and implemented at the beginning of the 1968–69 academic year. The reform was the result of a major investigation of all aspects and levels of education since the end of the Ninth Congress of the Party. The basic findings and proposals of the investigative teams were incorporated by the Ministry of Education in three major reports concerning higher education, the schools of general education, and the vocational education system.

Higher Education

In the planned reorganization of Romania's education system, priority was given to the modernization of institutions of higher learning. The report on the development of higher education published in July 1967 [14] reflected directly or indirectly both the political aspirations and educa-

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[11] Studiu privind dezvoltarea învăţământului superior," *op. cit.*

[12] In July 1965 the Party's name was changed from Romanian Workers' Party (*Partidul Muncitoresc Român*) to Romanian Communist Party (*Partidul Comunist Român*), and concurrently the sequence of the congresses was also changed. Technically, then, the Ninth Congress of the Communist Party is the Fourth Congress of the Workers' Party.

[13] For Ceauşescu's speech, see *Congresul al IX-lea al Partidului Comunist Român* (The Ninth Congress of the Romanian Communist Party). Bucharest: Editura Politică, 1965, pp. 21–104.

[14] See footnote 8, this chapter.

tional objectives of the regime. Politically, the major intentions of the regime appear to have been the

- denigration, if not total elimination, of Soviet educational influence;
- revitalization of the progressive traditions of pre-Communist Romanian education; and
- alignment of Romanian higher education with modernization processes taking place in the West.

From the academic-educational point of view, the authors of the report hoped to

- update the various branches of science and mathematics;
- change the curriculum to reflect the development of Romania's socialist economy, science, and culture;
- provide for the introduction of more advanced methods of teaching;
- insure a more judicious relationship between general and specialized courses, between lectures and practical activities, and between required and elective offerings;
- expand the system of seminars and independent study;
- overhaul attendance and examination requirements;
- improve the administration of higher education through a decentralization measure under which the Ministry of Education would be concerned primarily with the delineation of general policy, and the administrative bodies of the institutions of higher learning would acquire more authority to manage their respective institutions;
- provide for the appointment of the leading officers of institutions of higher learning (rectors, deans and their immediate assistants) for a fixed, limited period of service; and
- revitalize the faculty councils (*consiliile profesorale*) and senates (*senatele*).

Although the education reform act was not adopted until May 1968, many of the measures recommended in the report were implemented during the 1967–68 academic year.

Schools of General Education

The report on schools of general education [15] was made public early in February 1968 after it had been discussed and approved by the Council of Schools of General Education (*Consiliul învăţămîntului de cultură generală*) of the Ministry of Education on January 15–16.[16] The principal directives that guided the authors of the report were outlined by the Ninth Party Congress as follows:

- extending the free and compulsory system of education;
- improving evening sessions and correspondence courses;
- modernizing the curriculum, textbooks, and methods of teaching;

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[15] See footnote 5, this chapter.

[16] For details on the debate, see *Gazeta Învăţămîntului*, XX:930:2–3, Jan. 19, 1968.

- improving the techniques of civic and patriotic education; and
- updating the system of teacher training, retraining, and guidance.

In accordance with these directives, the authors of the report recommended that the free and compulsory system gradually be extended to 10 years, with a reduction of the age requirement from 7 to 6 for children entering grade 1. They further stipulated changes in the structure of academic lyceums (*liceu de cultură generală*),[17] extension of evening sessions and correspondence courses, and improvement of the curriculum and of teaching.

Vocational and Technical Education

The report on vocational and technical schools was made public concurrently with the one on schools of general education.[18] Based on the general directives of the Ninth Party Congress, it was first debated and approved by the Council on Vocational and Technical Education (*Consiliul învăţămîntului profesional şi tehnic*) of the Ministry of Education on January 12 and 13, 1968.[19]

The report reviewed the basic successes and shortcomings of the vocational education system following adoption of the reform act of 1955,[20] and proposed a series of measures designed to achieve the following objectives:

- increase the number of skilled workers, master craftsmen, and technicians to satisfy current and long-range needs of the socialist economy;
- raise the level of training skilled workers and technicians through modernization of the methods, content, and forms of vocational education; and
- improve the quality of the various types of vocational schools and shops by purchasing new equipment and supplies.

The report contained a detailed plan for training skilled workers in various types of vocational schools, in an on-the-job apprenticeship program, and in a further-training system operating within the framework of industrial enterprises. It proposed that technical personnel of intermediate specialization be trained in updated schools for master craftsmen, various industrial, agricultural, economic, and health-oriented specialized high schools, and in postsecondary technical schools.

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[17] Literally translated, *liceu de cultură generală* means "lyceum of general culture." However, throughout this text it will appear as academic lyceum. For details on these and other types of lyceums or secondary schools, see pp. 49–51.

[18] "Studiu privind dezvoltarea învăţămîntului profesional şi tehnic" (Study on the Development of Vocational and Technical Education). *Gazeta Învăţămîntului*, XX: 933:3–4, Feb. 9, 1968.

[19] For excerpts from the debates, see *Gazeta Învăţămîntului*, XX:930:3, Jan. 19, 1968.

[20] The report [illegible] for example, that at the beginning of 1966 only 20.7 percent of skill[illegible]ere trained in vocational schools while 79.3 percent were enrolled in on-th[illegible]ining. Vocational education was based on Decision No. 1434 of July 31, 1956, amending Decision No. 91/1955 issued jointly by the Central Committee of the Romanian Workers' (Communist) Party and the Council of Ministers. For text, see *Colecţie de legi, decrete, hotărîri şi dispoziţii, op. cit.*, pp. 83–98.

Party Directives of April 1968

The three reports pertaining to higher education, to schools of general education, and to vocational and technical schools prepared under the auspices of the Ministry of Education were amalgamated and submitted as a unified study (*Studiu privind dezvoltarea învăţămîntului de toate gradele*/Study on the Development of Education at All Levels) for approval by the Party. The latter was considered and approved at the Plenary Meeting of the Central Committee of the Romanian Communist Party on April 22–25, 1968, then issued with minor changes as directives of the Party's Central Committee.[21]

The Education Act of May 13, 1968

The Party directives served as the basis for a draft bill on the new education system of Romania considered by the Grand National Assembly (*Marea Adunare Naţională*) early in May 1968.

In accordance with the formalities of parliamentary procedures, the draft bill was first discussed and approved by the Commission on Culture and Education (*Comisia pentru cultură şi învăţămînt*) and the Law Commission (*Comisia juridică*) of the Assembly. The "sponsor" of the bill in the Assembly was the then Minister of Education, Ştefan Bălan.[22] After a few minor amendments were proposed by participants in the "debates," [23] the bill was adopted on May 13, 1968, as the new "Education Law of the Socialist Republic of Romania." [24]

Divided into 10 sections, the law specifies the fundamental goals and principles underlying the new education system and determines the organization and structure of the various levels of education. Among the most far-reaching provisions of the Law are those relating to the

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[21] For Ceauşescu's speech on the need to reorganize Romania's education and for excerpts from the speeches of the other participants in the Plenary Meeting, see *Gazeta Învăţămîntului*, XX:944:1–5, Apr. 26, 1968. See also *Directivele Comitetului Central al Partidului Comunist Român privind dezvoltarea învăţămîntului in Republica Socialistă România* (The Directives of the Central Committee of the Romanian Communist Party Concerning the Development of Education in the Socialist Republic of Romania). Bucharest: Editura Politică, 1968.

[22] Bălan was replaced as Minister of Education in August 1969 by his deputy, Miron Constantinescu. Constantinescu's return to power was made possible by the assumption of Party and State leadership by Ceauşescu. A former member of the Politburo, Constantinescu had been ousted from that body by Gheorghe Gheorghiu-Dej in July 1957 on charges of anti-Party activities. In June 1960 he lost his position in the Central Committee. After Gheorghiu-Dej's death in Mar. 1965, Constantinescu was gradually rehabilitated, then appointed Deputy Minister of Education in Sept. 1965.

[23] For Bălan's report to the Assembly and excerpts from the speeches by the deputies, see *Gazeta Învăţămîntului*, XX:947:1, 4–6, May 15, 1963.

[24] Legea nr. 11 privind învăţămîntul în Republica Socialistă România" (Law No. 11 Concerning Education in the Socialist Republic of Romania). *Buletinul Oficial* (Official Bulletin), Bucharest, No. 62, May 13, 1968, pp. 484–505. For the English translation of the Law, see *The Education Law of the Socialist Republic of Romania*. Bucharest: Didactical and Pedagogical Publishing House, 1968, 62 pp. For political background of the Law, see Ion Teoreanu, "O nouă etapă în dezvoltarea şcolii româneşti" (A New Phase in the Development of the Romanian School). *Lupta de Clasă*, XLVIII:6:3–15, June 1968.

extension of the compulsory system to 10 years, the diversification of secondary schools, the establishment of new intermediate schools for the training of junior engineers (*subingineri*) and architectural foremen (*conductori arhitecţi*), and the organization of postuniversity education (*învăţămînt postuniversitar*) offering refresher courses for specialists.

Goals and Principles

As the principal source of culture and civilization, education is viewed in the new law as a major vehicle contributing to the development of the socialist society and to order; also, to a multilateral affirmation of the human personality. Under these general conceptions, the law envisions that education should

- impart a general culture and the knowledge required for the successful performance of a socially useful job;
- advance the dialectical-materialist conception of society and nature;
- promote the intellectual, moral, esthetic, and physical development of citizens; and
- cultivate citizens' love for the nation and State and the ideals of peace and social progress.

In the pursuit of these goals, education has been designed to keep pace with developments in science and technology, to meet the requirements of the national economy and culture, and to conform with the ideals of socialist construction. In accordance with stated objectives, education at all levels is free [25] and, as in the past, operates on a unitary State basis.[26] As the objectives are periodically clarified by the Party and State authorities, ultimate power is entrusted to the Ministry of Education. In formulating its policies, the Ministry is expected to act in cooperation with the other interested central and local governmental organizations: the Union of Communist Youth (*Uniunea Tineretului Comunist*), the Union of Student Associations (*Uniunea Asociaţiilor Studenţilor*), and the Pioneers' Organization (*Organizaţia Pionierilor*).[27]

Administration

Although ultimate decisionmaking power in the highly centralized education system of Romania is vested in the central executive organs of the Party, implementing educational policy is the primary responsibility of State and governmental organizations operating educational institutions, including ministries, local governmental units, and industrial and agricultural enterprises. These normally act in accordance with general rules and regulations formulated by and under the control and supervision of the Ministry of Education.

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[25] Article 7 of Law No. 11 cited in footnote 24.

[26] The separation of state and church has been in effect since 1948. Religious communities may operate schools only for the satisfaction of spiritual needs and within the limitations imposed by law.

[27] Articles 12–14 of Law No. 11 cited in footnote 24. For details on the structure and functions of the Ministry of Education, see pp. 34–37.

The Ministry of Education

Responsible for implementing educational policies formulated by the Party and Government, the Ministry of Education organizes, guides, and supervises the entire educational process from methodological, pedagogical, and scientific points of view. In addition, the Ministry is, among other things, specifically empowered to

- grant assistance to the executive committees of the people's councils in solving questions of a technical-educational nature;
- establish school plans and networks involving all levels of education;
- determine curriculums and syllabuses;
- supervise the preparation and issuance of textbooks;
- organize and supervise facilities for language-education of national minorities;
- guide scientific research in the institutions of higher learning;
- award scholarships and grants to advance education and science;
- organize the placement of higher education graduates; and
- manage and control institutions, economic organizations, and enterprises under its jurisdiction, including the Didactical and Pedagogical Publishing House (*Editura didactică şi pedagogică*).[28]

From an organizational-structural point of view, the Ministry of Education was reorganized in January 1969 in order to make it more effective in implementing the educational goals outlined in the 1968 Education Law. The reorganization involved, among other things, the dissolution of some directorates, the amalgamation of others, and the establishment of a few new departments designed to further centralize the technical-economic and administrative powers of the Ministry. The major structural changes included the establishment of a Corps of General School Inspectors and the replacement of the General Directorate of the Schools of General Education (*Direcţia generală a învăţământului de cultură generală*) with two general directorates—one dealing with the organizational and the other with the pedagogical aspects of general education.

As reorganized in 1969, the Ministry consists of 14 major sections: the Corps of General School Inspectors (*Corpul de inspectori generali*

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[28] "Decret Nr. 1171 privind organizarea şi funcţionarea Ministerului Învăţământului" (Decree No. 1171 Concerning the Organization and Operation of the Ministry of Education). *Buletinul Oficial*, No. 172, Dec. 29, 1968, pp. 1911–13. The Decree was enacted into law under Law No. 7 by the Grand National Assembly of Mar. 14, 1969. *Ibid.*, No. 32, Mar. 14, 1969, p. 240. Decree No. 1171/1968, as amended on Oct. 11, 1969, stipulates that the leadership of the Ministry of Education be composed of a Minister, three deputy ministers, a secretary general, and the president of the National Council of the Pioneers' Organization (*Consiliul Naţional al Organizaţiei Pionierilor*). See Decree No. 700/1969 in *Buletinul Oficial*, No. 127, Nov. 13, 1969, p. 1036. This ministerial reorganization is in accord with the principle of collective leadership, enacted into law on Nov. 17, 1969, providing that the leadership of the ministries and other central organs of State administration be based upon this principle. For text of Law No. 20/1969, see *Ibid.*, No. 131, Nov. 17, 1969, pp. 1064–66.

For a list of the educational institutions and economic organizations and enterprises under the jurisdiction of the Ministry of Education, see *Ibid.*, No. 8, Jan. 14, 1969, p. 69.

şcolari), the Department of Vocational and Technical Education (*Direcţia generală a învăţământului profesional şi tehnic*), and the following directorates:

General Directorates

- General Directorate of the Organization of Schools of General Education (*Direcţia generală a organizării învăţământului de cultură generală*);
- Pedagogical General Directorate of the Schools of General Education (*Direcţia generală pedagogică a învăţământului de cultură generală*);
- General Directorate of University Education (*Direcţia generală a învăţământului universitar*);
- General Directorate of Higher Technical and Economic Education (*Direcţia generală a învăţământului superior tehnic şi economic*); and
- General Directorate of Educational and Social Activities of Students (*Direcţia generală a activităţilor educative şi siciale studenţeşti*).

Directorates

- Directorate of Education in the Languages of National Minorities (*Direcţia pentru învăţământul în limbile naţionalităţilor conlocuitoare*);
- Directorate of Planning and Finance (*Direcţia plan-finanţe*);
- Technical and Investments Directorate (*Direcţia tehnică şi de investiţii*);
- Directorate of the Secretariat, Documentation, and Administration (*Direcţia secretariatului, documentării şi administrativă*);
- Directorate of Supplies (*Direcţia de aprovizionare*);
- Directorate of Foreign Relations (*Direcţia de relaţii externe*); and
- Directorate of Control (*Direcţia de control*).[29]

In discharging his responsibilities, the Minister of Education (*Ministrul Învăţământului*) is assisted by a Collegium of the Ministry of Education (*Colegiul Ministerului Învăţământului*) composed of himself as president and a membership that includes the deputy ministers, the secretaries general of the Ministry, a secretary of the Central Committee of the Union of Communist Youth, the presidents of the Union of Student Associations and the Pioneers' Organization, the president of the Trade Unions Committee (*Comitetul Uniunii Sindi-*

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[29] Decision No. 1 of the Council of Ministers of Jan. 6, 1969. *Buletinul Oficial*, No. 8, Jan. 14, 1969, p. 68. In addition to the agencies listed above, the Ministry also has under its jurisdiction the High Commission on Diplomas (*Comisia superioară de diplome*) which is entrusted with the evaluation and issuance of higher degrees. See Decree No. 1171/1968 cited in footnote 28. For details on the Commission, see pp. 103–04. For details on the organizational structure of the Ministry of Education as it operated from its establishment in June 1962 until its reorganization in 1969, see Randolph L. Braham, *Education in the Rumanian People's Republic*. Washington, D.C.: Department of Health, Education, and Welfare. U.S. Government Printing Office, 1963, pp. 17–20.

catelor) in education and culture, and the directors general of the general directorates in the Ministry.[30]

The Minister and the Collegium are assisted by three consultative organs: 1) the Council of General Education (*Consiliul învăţământului de cultură generală*), 2) the Council of Vocational and Technical Education (*Consiliul învăţământului profesional şi tehnic*), and 3) the Council of Higher Education (*Consiliul învăţământului superior*).

Since vocational and technical education involve other ministries, the Council of Vocational and Technical Education operates with a bureau which includes the Minister of Education as its president, the Deputy Minister as vice president, and representatives of the Ministry of Machine-Building Industry (*Ministerul Industriei Construcţiilor de Maşini*), the Ministry of Electric Power (*Ministerul Energiei Electrice*), the Ministry of Chemical Industry (*Ministerul Industriei Chimice*), the Ministry of Light Industry (*Ministerul Industriei Usoare*), the Ministry of Finance (*Ministerul Finanţelor*), the Ministry of Labor (*Ministerul Muncii*), the Higher Council of Argiculture (*Consiliul Superior al Agriculturii*), and the Central Union of Handicraft Cooperatives (*Uniunea Centrală a Cooperativelor Meşteşugăreşti.*).[31]

In addition to the many ministries and central governmental agencies involved in the educational process, especially in the sponsorship and administration of intermediate and higher economic, vocational, and technical institutions, the State Planning Committee (*Comitetul de Stat al Planificării*) also plays an important role. One of the fundamental functions of this committee in education is to synchronize the admission and graduation of students with the requirements of the economy and the needs of the socialist society.

The People's Councils

At the local level, by far the most important governmental organs of education are the county people's councils (*consiliile populare judeţene*). Composed of working people's deputies, these councils act through their executive committees (*comitetele executive*), which are normally divided into so-called "local specialized organs of State administration" (*organe locale de specialitate ale administraţiei de stat*). One of these is the section on education (*secţia învăţământ*), the functions of which are similar to those of an American local board of education, but with considerably less autonomy. Although the education sections work under the immediate control and guidance of their respective executive committees, they are in fact the primary organs through which the central educational authorities, especially the Ministry of Education, implement their policies. These sections, like all other executive organs of government, operate under the principles of

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[30] Decision No. 2 of the Council of Ministers of Jan. 8, 1969. *Buletinul Oficial*, No. 8, Jan. 14, 1969, p. 70. Under Decree No. 700/1969 amending Decree No. 1171/1968 concerning the organization and operation of the Ministry of Education, the Ministry has been theoretically placed under a collective leadership. See footnote 28, this chapter.

[31] Decision No. 356 of the Council of Ministers of Feb. 28, 1969. *Buletinul Oficial*, No. 29, Mar. 11, 1969, p. 218.

"democratic centralism" and "dual responsibility." Accordingly, they are responsible not only to the organs that elected them but also to the executive bodies directly above them.

Entrusted with primary responsibility in educational matters within their respective counties, the education sections of the executive committees of the county people's councils guide the activities of the education sections in the city, town, and village people's councils.[32] The main agencies through which this function is fulfilled are the school inspectorates.

The School Inspectorates

Organized within the framework of the county people's councils soon after the territorial-administrative reorganization of February 1968,[33] the school inspectorates (*inspectoratele şcolare*) are subordinated to both the Ministry of Education and the executive committees of their respective people's councils. Theoretically, each county school inspectorate oversees a staff of special inspectors assigned to all levels of education under county jurisdiction and to all major subjects taught in the respective schools. Inspectors in charge of personnel matters are particularly concerned with the evaluation of working conditions; the supervision of the system of appointment, transfers, and dismissals; the awarding of grants and scholarships; and the building of boarding facilities. In addition to the inspectors in charge of subject matters and personnel problems, there are special inspectors with well-defined territorial assignments and inspectors concerned with the administrative, economic, and financial aspects of institutions under their jurisdiction.[34]

Financing

In accordance with Article 7 of the 1968 Education Law, education in the Socialist Republic of Romania is free at all levels. Education is financed through central and local State budgets, which more than doubled during the 1960's. In absolute figures, the total education budget increased from 3,495 billion *lei* in 1960 to 7,797 billion *lei* in 1968. However, during these years the proportion of expenditures on educa-

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[32] The people's councils were reorganized in the wake of the territorial-administrative reorganization of Romania in Feb. 1968. The territorial redivision of the country and the first organs of power in the new local units were determined under Law No. 3/1968. For its text, see *Colecţie de legi, decrete, hotărîri şi alte acte normative*, No. I, 1968, pp. 43–120.

[33] See p. 1.

[34] "Studiu privind dezvoltarea învăţămîntului de cultură generală," *op. cit.*, p. 3; Articles 220–23 of Law No. 11 cited previously. See also M. Radian, "Inspectoratele şcolare la început de drum" (The School Inspectorates at the Beginning of a New Road). *România Liberă* (Free Romania), Bucharest, Feb. 24, 1968, pp. 1,3.

Under a Decree of Mar. 1967, all central and local governmental organs with educational institutions under their jurisdiction are required to replace their respective "directorates, services, and bureaus of cadres" with "personnel directorates, services, and bureaus" (*direcţii, servicii, şi birouri de personal*). See Decree No. 142, of Feb. 28, 1967, of the Council of State, in *Buletinul Oficial*, No. 19, Mar. 7, 1967, p. 155.

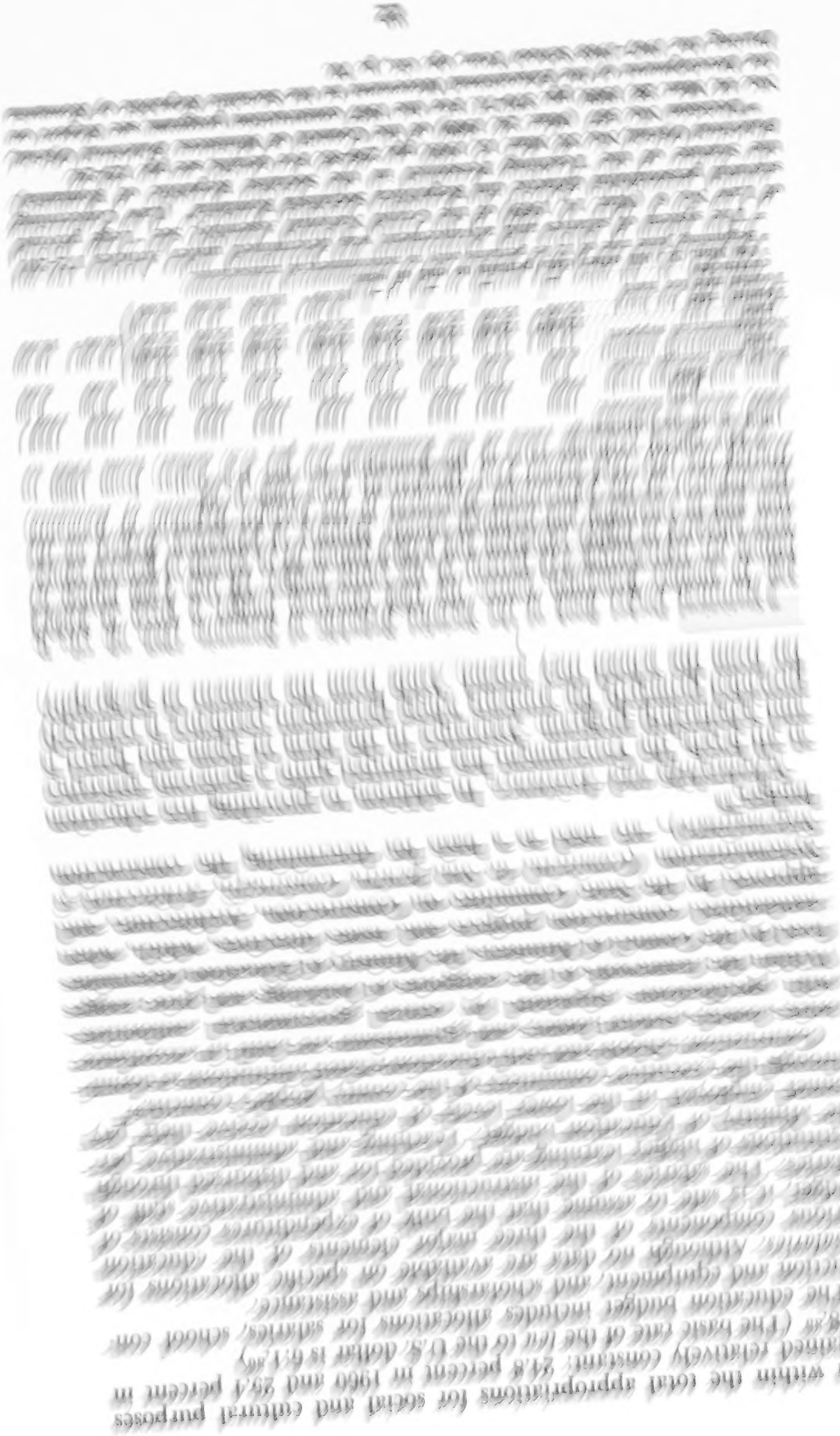


Table 1.—Number of students at various levels who are boarding students or who take their meals in school canteens, 1950–51, 1955–56, and 1960–61 through 1968–69[1]

Academic year	General education and cadre-training system[2]		Higher education	
	Room and board	Meals	Room and board	Meals
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

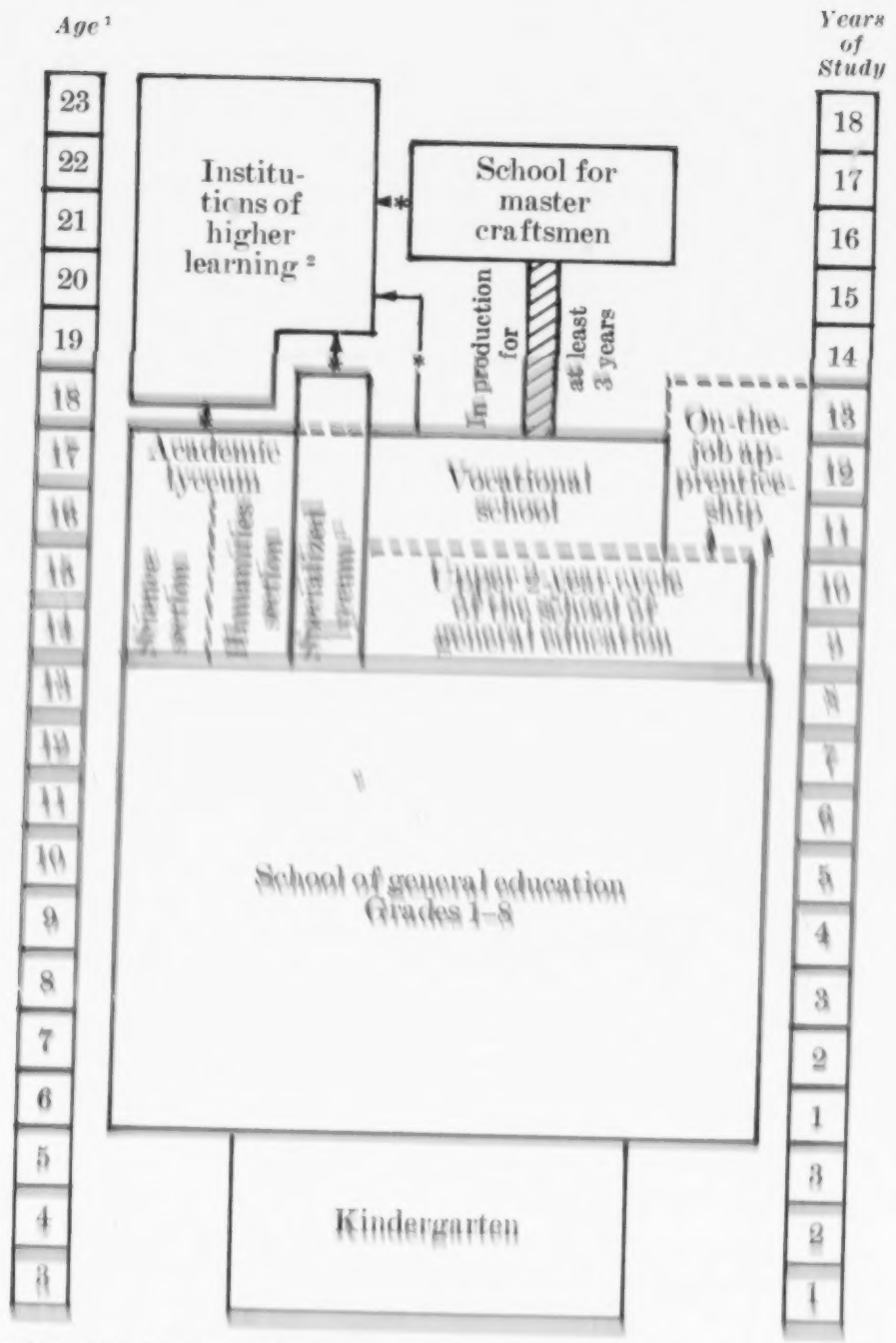
- 250 "Republican" or "National" scholarships worth 400 *lei* per month;
- 10 "Nicolae Bălcescu" scholarships worth 400 *lei* per month;
- 6 "Ion Andreescu" scholarships worth 400 *lei* per month; and
- 5 "George Enescu" scholarships worth 400 *lei* per month.

While the system of scholarships and assistance is determined and approved annually by the Council of Ministers on the recommendation of the Ministry of Education and with the concurrence of the State Planning Committee and the Ministry of Finance, the awards are made in accordance with Ministry of Education regulations.

Types of Education and Training

Preschool Education

Elementary and Secondary Education



[1] At the beginning of the school year.

[2] Graduating candidates who possess the baccalaureate diploma and have passed a competitive examination, conducted at higher learning institutions, may carry out a 6 year course (medicine, pharmacy, veterinary medicine, arts) or a 4 year course (other training branches), in a year on the medical institutes, through the system of evening courses.

[3] Normal equivalent of baccalaureate diploma.

Chart 2.—The Educational System of the Socialist Republic of Romania, 1970.

children between the ages of 6 and 16. The first eight grades are offered on a unitary basis. After being graduated from grade 8, pupils may satisfy the requirements of the compulsory system by continuing their studies either in academic or specialized secondary schools or in the upper 2-year cycle (*ciclul superior de 2 ani*); i.e., grades 9 and 10 in schools of general education.

With the extension of the compulsory education system to 10 years and the concurrent reduction of the school age for grade 1 from 7 to 6 under the Education Law of 1968, the secondary school grades were increased from three to four. Consequently, beginning with the 1968–69 school year, the secondary schools included grades 9 through 12. Under the revised system of education there are basically two types of secondary schools: Academic lyceums or lyceums of general education and specialized lyceums (*licee de specialitate*). Depending upon local conditions, size, facilities, and resources, academic lyceums may operate with several or all of the following four major sections: 1) science or real (*reala*), with emphasis on mathematics and physics; 2) science or real, with emphasis on biology and chemistry; 3) humanities (*umanistă*), with emphasis on foreign languages, philosophy, and Romanian literature; and 4) classical (*clasică*), in a limited number of schools, with emphasis on Greek and Latin.

The specialized lyceums are of four types: 1) agricultural lyceums (*licee agricole*), 2) economic lyceums (*licee economice*), 3) health (medical) lyceums (*licee sanitare*), and 4) industrial lyceums (*licee industriale*).

The academic lyceums are organized by the executive committees of the county people's councils, while specialized ones are established by ministries and other central governmental organs or by the executive committees of the local people's councils. Admission into all types of secondary education is by competition open to all graduates of the eighth grade. Applicants for the day sessions must be under 17 years of age; there is no age limit for those attending the evening sessions or taking correspondence courses.

During the 1968–69 school year there were 15,494 schools of general education and academic lyceums, with a total of 3,299,878 students and 146,973 teachers. In addition, there were 191 specialized lyceums with 87,649 students and 4,463 teachers (table 2).

Vocational and Technical Education

Since nationalization of the major sectors of the economy in 1948 and the subsequent introduction of planning, vocational and technical education have emerged as one of the major avenues for training the lower and intermediate cadres of skilled workers.

Vocational and technical education in the 1960's underwent some major changes, including the reduction by 1 year of the training period for most trades taught in vocational schools, the expansion of on-the-job apprenticeship programs, and a gradual elimination of technical schools (or technical lyceums) (*licee tehnice*) and vocational schools. The functions of the latter have gradually been assumed by 3-year specialized lyceums (*licee de specialitate*) and by the 2-year higher education insti-

tutes (concerned with training junior engineers (*subingineri*) and architectural foremen (*conductori arhitecţi*)) established under the 1968 Education Law.

As reorganized under the Education Law of 1968, vocational education is offered either in 1- to 2-year vocational schools (*şcoli profesionale*) or in on-the-job apprenticeship (*ucenicia la locul de muncă*) programs. The length of training in the apprenticeship program varies from trade to trade. For the theoretical-acadamic part of the curriculum, apprentices attend either evening courses or take a 2- to 3-month course annually on a full-time basis.

Technical education is provided by schools for master craftsmen (*şcoli de maiştri*) and for postsecondary specialization (*şcoli de specializare postliceală*). The former are 1- to 2-year schools admitting skilled workers who have been graduated from a vocational, academic, or secondary school or its equivalent, fulfilled draft requirements, and have had a least 3 years' production experience. The latter offer 1 to 3 years of intermediate training in a technical or social-cultural field and theoretically admit only graduates of academic lyceums.

In 1968–69, 367 schools staffed by 2,673 teachers provided technical education of all types to 34,207 students (table 2).

Higher Education

During the 1960's, Romanian higher education experienced an unprecedented rise in enrollment (table 3). A greater degree of specialization was reflected by the increase in the number of schools and by the establishment of a series of new institutions, including the universities of Timişoara and Craiova.

A novel feature of higher education under the 1968 Education Law is the provision for establishing special technical institutes or higher educational sections for the training of junior engineers and architectural foremen. Persons qualifying for these positions are expected to occupy intermediate positions between full-fledged engineers and technicians or master craftsmen.

As in the past, higher education in socialist Romania has the dual aim of preparing the highly skilled professional and technical personnel needed by the socialist society and its economy and of creating an ideologically and politically reliable intelligentsia responsive to the changing requirements of the Party and Government.

Institutions of higher learning are of four types: 1) academies (*academii*), 2) conservatories (*conservatoare*), 3) institutes (*institute*), and 4) universities (*universităţi*). From the point of view of scope, these institutions offer the following eight general areas of education:

- higher agronomic education (*învăţămîntul superior agronomic*),
- higher art education (*învăţămîntul superior de artă*),
- higher economic education (*învăţămîntul superior economic*),
- higher education of physical education (*învăţămîntul superior de cultură fizică*),
- higher medical-pharmaceutical education (*învăţămîntul superior de medicină şi farmacie*),

- higher teacher education (*Învăţămîntul superior pedagogic*),
- higher technical education (*Învăţămîntul superior tehnic*), and
- higher university education (*Învăţămîntul superior universitar*).

Organizationally, institutions of higher learning are divided into schools or faculties (*facultăţi*) which, in turn, may be subdivided into sections (*secţii*). The instructional educational, and research activities are organized within the framework of departments or chairs (*catedre*).[41]

The number of years of required study range from 3 to 6. The training of junior engineers and architectural foremen, like that of teachers for the compulsory education system, lasts from 2 to 3 years.

The list or nomenclature of specialties and the general education plan, including enrollment quotas, are determined annually by the Ministry of Education in consultation with the other ministries, the central governmental organs involved with education and with the State Planning Committee.

During the 1968–69 academic year, Romanian higher education operated with 187 faculties, 147,687 students, and 12,950 teachers (table 2).

Teacher Education

Teachers for the various levels of education are trained in a variety of institutions. Teachers for kindergartens and the first four elementary grades are trained either in 3-year teacher-training lyceums (*licee pedagogice de învăţători şi educatoare*) that admit eighth-grade graduates from schools of general education or in 2-year teacher-training institutes (*institute pedagogice de învăţători*) that admit secondary school graduates.

One of the major educational reforms of the 1960's concerns the announced plan of the government to phase out the 2-year institutes by gradually transforming them into teacher-training lyceums.

Because there is a shortage of qualified lower elementary school teachers, the authorities often assign to the lower grades graduates of institutions of higher learning who cannot for a variety of reasons be placed in upper elementary or secondary school positions for which they were trained. Higher education graduates who teach at the lower elementary level have the title schoolmaster or instructor (*institutor*).

Grade and subject teachers of grades 5 through 8 and subject teachers of grades 9 through 12 are trained either in 2-year teacher-training institutes, in the education sections or departments of institutions of higher learning, or in 3-year teacher-training institutes (*institute pedagogice de 3 ani*) classified as part of the system of higher education.

Instructors in institutions of higher learning are normally graduates of higher education who possess advanced degrees. Their appointment is based on, among other things, a nationwide competitive system.

To improve their effectiveness and thereby enhance the opportunity for advancement, teachers engage in professional activities, including attending scientific sessions and refresher courses organized by the

[41] See footnote 8, chapter VI.

Institute for Upgrading the Teaching Cadres (*Institutul pentru perfecţionarea cadrelor didactice*) in Bucharest or in Cluj, Iaşi, and Timişoara. The methodology, research, and scientific aspects of education, including the study of programs, syllabuses, and curriculums, are the responsibility of the Institute of Pedagogical Sciences (*Institutul de ştiinţe pedagogice*) in Bucharest.

In 1968 there were 18 teacher-training lyceums, seven sections, and five 2-year institutes training lower elementary grade teachers and three lyceums and 17 sections training kindergarten teachers. Day sessions were attended by 14,112, whereas 2,768 were correspondence students.[42] During the same year there were 14 3-year teacher-training institutes in operation, which, together with other higher education programs, had 61 faculties and 22,682 students (tables 15 and 16).[43]

Postuniversity Education

A novel feature of the Education Law of 1968 is the provision for establishing a system of postuniversity or postgraduate education, the primary objectives of which are to

- insure the professional upgrading of specialists by providing information and knowledge concerning developments and achievements in their respective fields;
- provide in-depth training and specialization in a particular or related field of science;
- advance new methods of investigation and techniques for research; and
- train specialized cadres to organize and manage production.

Courses in postuniversity education are organized within the framework of institutions of higher learning, research institutes, and important economic and industrial establishments. Offered in both day and evening sessions and as correspondence courses, the postuniversity refresher or specialization courses cover a maximum period of 12 months. Theoretically, they are open only to students and professionals who possess a higher diploma. Upon successfully completing all requirements, graduates of these courses receive a graduation certificate (*certificat de absolvire*) issued by the institution offering the courses.

The list of specialties and the educational program are determined annually by the Council of Ministers on the recommendation of the Ministry of Education in consultation with the other interested ministries, central governmental organs, and the National Council for Scientific Research (*Consiliul Naţional al Cercetării Ştiinţifice*).[44]

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[42] *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967–1968 school year, op. cit.*, p. 72.

[43] *Admiterea în învăţământul superior, 1968* (Admission Into Higher Education, 1968). Bucharest: Ministerul Învăţământului, 1968, pp. 30, 33, 35, 38, 40, and 51–57.

[44] Articles 194–99 of the Education Law of 1968. See also Decree No. 542 of July 29, 1969, on the organization and operation of the Council. *Buletinul Oficial*, No. 81, July 29, 1969, pp. 645–48.

Special Education

In addition to the formal levels of education, Romania has a network of schools and programs that offer a variety of specialized programs. Some of these, like the ones providing training and instruction for adults, art students, and the handicapped, are also organized within the framework of regular schools.

Adult Education. Designed to eradicate illiteracy, to assist persons desiring to complete their basic education, to enable the gainfully employed, to further their education, and to advance the political-ideological level of the population at large, adult education has made considerable progress since the Communist acquisition of power in late 1947, especially during the 1960's. It is offered primarily within the framework of evening sessions or correspondence sections of the various types of schools and in the so-called workers' universities (*universităţile muncitoreşti*). The latter, organized by trade unions, are offered in clubs, culture houses, and in the cultural facilities of large industrial and agricultural enterprises. Frequently criticized for such shortcomings as curriculum deficiency, poor teaching, and organizational weaknesses,[45] the workers' universities cooperate in implementing their functions with local organs of the State Committee for Culture and Art (*Comitetul de Stat pentru Cultură şi Artă*).[46]

In 1969–70 there were 171 workers' and people's universities, which offered 1,251 courses that were attended by about 100,000 people. Of these, 80 were municipal, 35 factory-associated, and 56 rural "universities." While that of Bucharest operates under the jurisdiction of the State Committee for Culture and Art (*Comitetul de Stat pentru Cultură şi Artă*), the others operate under the joint auspices of the local State committees for culture and art, the people's councils, and the local branches of trade unions. In terms of their offering, 725 (58.9 percent) of the courses related to "general culture," 346 to the social sciences, 247 to the natural sciences, 132 to literature and the arts, 108 to technical subjects, 140 to vocational subjects, and 258 to foreign languages. As to the composition of the student body, the breakdown of the 8,732 students who attended the "workers' university" of Bucharest, in terms of their social-economic structure, was as follows: Workers and technicians, 16.8 percent; engineers, 22.9 percent; economists, 7.9 percent; teachers, 10.5 percent; physicians, 4.8 percent; architects, 1.5 percent; lawyers, 1.7 percent; artists, 4.8 percent; civil servants, 9.5 percent; secondary school and other students, 8.8 percent;

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[45] See for example, Dumitru Gheorghiu's "Universităţile muncitoreşti in lumina exigenţilor spirituale contemporane" (The Workers' Universities in the Light of Contemporary Spiritual Demands). *Munca* (Labor), Bucharest, Oct. 30, 1968.

[46] The State Committee for Culture and Art, both at the central and local level, was reorganized in Dec. 1967 to coordinate all cultural and artistic activities. Originally organized in June 1962, the Committee has operated with a number of councils in the various fields of art and music; for example, Council of Theaters (*Consiliul teatrelor*), Council of Music (*Consiliul muzicii*), and Council of Plastic Arts (*Consiliul artelor plastice*). See Decision of the Council of Ministers on the implementation of Law No. 27/1967 by the State Committee for Culture and Art in *Buletinul Oficial*, No. 36, Mar. 21, 1968, pp. 338–43.

and housewives and pensioners, 7.1 percent. As to their age, 8.5 percent were under 20, 34.6 percent between 20 and 30, 28.2 percent between 30 and 40, 15.2 percent between 40 and 50, 7.9 percent between 50 and 60, and 5.6 percent over 60.[47]

Art Education. In addition to numerous semiprofessional establishments in the various communities of the country, a number of schools and specialized programs offer professional training for children with special aptitudes in art, music, and sports. During the 1967–68 school year there were 51 general schools and lyceums of music, fine arts, and choreography, with an enrollment of 20,800. Of these, 9,128 studied in schools offering both general and specialized subjects as well as practical training. In addition, there were 16 lyceums and sections with special programs in physical education for about 4,400 children.[48] By

Education of the Handicapped. Children suffering from mental and physical disorders and those afflicted by various types of behavior problems are taught in special schools for the handicapped. The length of the training and the content of the programs are adjusted to the requirements of a particular type of handicap. While the educational-instructional process is determined by and implemented under the supervision of the Ministry of Education, some institutions serving the medical-educational needs of the handicapped are designed and maintained by the Ministry of Health and Social Welfare (*Ministerul Sănătăţii şi Prevederilor Sociale*).[49]

During the 1967–68 school year, 8,994 mentally and physically handicapped children attended 52 special schools.[50]

Party Education. The political-ideological indoctrination and upgrading of Party cadres are the responsibility of the basic Party organizations. In 1965 these organizations had approximately 40,000 lecturers and propagandists at their disposal. The courses and lectures they sponsored during the same year were attended by more than 1.5 million people, both members and nonmembers of the Party.[51] In such Party units as the central and county executive organs, lectures and Party education in general are the responsibility of the so-called agitprop (*agitaţie-propagandă*/agitation-propaganda) sections. In addition to lectures organized by basic Party organizations, the cadres also advance political-ideological preparedness at evening Party schools (*şcoli serale de partid*) and, in larger communities, at workers' universities, people's

[47] Emil Lordăchescu, "Acţiunea cultural-educativă pentru adulţi—şi universităţile populare" (The Cultural Educational campaign for Adults and the People's Universities), *Lupta de Clasă*, I:8:64–73, Aug. 1970.

[48] *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967–1968 School Year, op. cit.*, p. 72.

[49] Decision No. 106 (Mar. 10, 1965) of the Council of Ministers, *Colecţie de legi, decrete, hotărîri şi dispoziţii*, No. II, 1965, pp. 102–08.

[50] *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967–1968 School Year, op. cit.*, p. 72.

[51] *Congresul al IX-lea al Partidului Comunist Romîn, op. cit.*, p. 87.

universities (*universităţi populare*), and evening universities of Marxism-Leninism (*universităţi serale de marxism-leninism*).[52]

Leading Party officers and activists are trained at the Ştefan Gheorghiu Academy of Social-Political Science (*Academia de ştiinţe social-politice "Ştefan Gheorghiu"*) of the Central Committee of the Romanian Communist Party. Formerly known as the Ştefan Gheorghiu Higher Party School (*Şcoala superioară de partid "Ştefan Gheorghiu"*), the Academy is recognized as part of the system of higher education, and its graduates enjoy the same status as do graduates of any regular institution of higher learning. The curriculum includes the history of the Romanian Communist Party, dialectical and historical materialism, organization and management of the economy, political science, and the history of workers' movements.[53]

Although the curriculum of the various Party schools during the 1960's remained basically the same as it had been in the 1950's, the content and interpretation of the material covered changed according to the domestic and international positions of the regime. The major theme of Party education during the late 1960's was to demonstrate the compatibility between Marxism-Leninism and national Communism and to underscore the right of each nation to build socialism in accordance with particular local conditions. Party school instructors have been able to demonstrate skillfully that the basic principles guiding relations between socialist countries were correctly identified by Nikita Khrushchev, former Secretary General of the Communist Party and Soviet Premier, as "complete equality, respect for territorial integrity, national independence and sovereignty, and noninterference in each other's internal affairs."

The Youth Organizations

Worldwide student unrest in the late 1960's had a relatively minor impact on Romania's youth. A partial explanation is that Romania's students were isolated not only from their Western counterparts but also from colleagues in other socialist countries. Another factor of perhaps equal importance is that the national Communist regime enjoyed increased popularity as a result of its generally approved domestic de-Russianization and its occasional anti-Soviet political manifestations. Although the generation gap is not yet visible and the number of rebels and dissidents remains very small, the alarm signals have become sufficiently clear for the Party to devote considerable attention to the problems of the young. The routine, rigidly dogmatic enforcement of ever-changing political guidelines based on apparently irrelevant doctrines, and the consequent large-scale manifestations of apolitical tendencies on the part of youth in general and students in

[52] The following article discusses the strength and weakness of the party education system as it operated in the then Banat region: Petre Blajovici, "*În învăţământul* de partid un studiu activ, legat de viaţă" (In Party Education, an Active Study Related to Life), *Lupta de Clasă*, XLV:2:27–40.

[53] Decision No. 474 (Mar. 14, 1968) of the Council of Ministers. *Colecţie de legi, decrete, hotărîri şi dispoziţii*, No. II, 1968, p. 109.

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particular brought about a reorientation in Party policies toward youth and a restructuring of the major youth organizations, including the Pioneers' Organization, the Union of Communist Youth, student associations, and sport organizations.

The Pioneers' Organization

Founded in April 1949, the Pioneers' Organization was first reorganized in October 1954 along the lines of its Soviet counterpart. As a result of Romania's manifestation of independence and devotion to national Communism, the scope and structure of the Pioneers' Organization were changed in June 1966 by the Central Committee, meeting on April 12 and 13.[54]

According to the 1966 Statutes,[55] the Pioneers' Organization no longer operates under the immediate jurisdiction of the Union of Communist Youth. Composed of children between the ages of 9 and 14, Pioneer organizations operate within the framework of schools and are guided by teachers and counselors, supervised by the Ministry of Education and its subordinated units; local chapters of the organization act in accordance with directives from the National Council of the Pioneers' Organization (*Consiliul Național al Organizației Pionierilor*), which is under the immediate supervision of the Party's Central Committee.

The political character of the movement has been deemphasized under the new statutes, and the role of the school and education in inculcating and advancing such virtues as honesty, modesty, and friendship has been greatly expanded. In contradistinction to the 1954 Regulation, the new statutes omit all references to the "great Soviet Union" and its youth organization and place greater emphasis on the education of Pioneers in the spirit of "socialist patriotism" and love for the "Romanian people, the Socialist Republic of Romania, and the Romanian Communist Party." In line with the new spirit of nationalism, the solemn oath of the Pioneers has also been changed from the Leninist formula of "devotion to the unbending fight for the Party and the working people's cause and for the final victory of Communism" to one which stresses loyalty to the Romanian "Republic, people, and the Party."

Within the framework of the schools, young Pioneers are grouped in detachments (*detașamente*), and if the school has at least three detachments, a unit (*unitatea*) can be formed.

In accordance with the new orientation of the Pioneers' movement, youth extracurricular activities have become more diversified and, to a great extent, education-oriented. In an effort to identify and

[54] "Comunicatul plenarei Comitetului Central al Partidului Comunist Român" (Plenary Meeting of the Central Committee of the Romanian Communist Party), *Scînteia*, Apr. 14, 1966, p. 1. For the 1954 regulation guiding the Pioneers Organization, see *Scînteia Tineretului*, Oct. 5, 1954.

[55] "Statutul unităților și detașamentelor de pionieri din Republica Socialistă România" (Statutes of the Units and Detachments of Pioneers in the Socialist Republic of Romania), *Scînteia Tineretului*, June 28, 1968, p. 3. See also "Regulamentul consiliilor organizației pionierilor din Republica Socialistă România" (Regulation of the Councils of Pioneers in the Socialist Republic of Romania), *Ibid.*

develop particular talents, special sport, cultural, and educational competitions, exhibitions, and championships are organized annually by the Ministry of Education, the Union of Communist Youth, and the National Council of the Pioneers' Organization.[58] Many of these events are organized within the framework of schools; others are offered under the auspices of the more than 100 Pioneer Houses located in various cities of the country, of which by far the best known is the Pioneers' Palace (Palatul Pionierilor) of Bucharest.[57]

In March 1968, Pioneer membership totaled over 3.3 million, or about 70 percent of all children between the age of 9 and 14.[58]

The Union of Communist Youth

Although no longer concerned with the immediate direction of Pioneers' organizations, the Union of Communist Youth continues to play a dominant role in implementing Party policies concerning Romanian youth.

Composed of members ranging in age from 14 to 26 years, the UTC[59] is closely modeled after the pyramid structure of the Party by which it is led. Reorganized during the Eighth Congress in March 1966, when the new Statutes[60] were adopted, the UTC continued to gain in membership[61] apparently without successfully dealing with the lingering problems confronting Romanian youth.

UTC shortcomings were identified by the Party Central Committee at its Plenary Meeting held from November 29 to December 1, 1967, when the scope of the UTC was also changed.[62] The UTC was charged, among other things, with failure in the educational and professional

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[56] See, for example, "Calendarul activităţilor educative extradidactice ale elevilor pe anul 1969–1970, organizate de Ministerul Învăţământului, Comitetul Central al U.T.C. şi Consiliul Naţionale al Organizaţiei Pionierilor" The 1969–1970 Calendar of the Extracurricular Activities of Students Organized by the Ministry of Education, the Central Committee of the Union of Communist Youth, and the National Council of the Pioneers' Organization). *Gazeta Învăţământului*, No. 1014, Oct. 24, 1969, p. 4. See also Aurelian Cosmaţchi and Alexandru Ghitera, "Activitatea educativă în rîndurile pionierilor" (The Educational Activity Among Pioneers). *Lupta de Clasă*, XLVI:11:45–54, Nov. 1966.

[57] *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967–1968 School Year, op. cit.*, p. 87.

[58] Data revealed by Petre Enache, head of the Union of Communist Youth at the Eighth Congress of the Union in Mar. 1966.

[59] The Union of Communist Youth is popularly known by the official abbreviation UTC, the initials of *Uniunea Tineretului Comunist*.

[60] For text of the Statutes, see *Tînărul Leninist* (The Young Leninist), Bucharest, Apr. 1966, pp. 68–81.

[61] According to the report submitted by Petre Enache to the Eighth Congress, the UTC in 1966 had over 2,250,000 members, of which 670,000 were workers, 720,000 farmers, around 600,000 students, and 114,000 young engineers, instructors, and members of the professions. Over 336,000 UTC members were also members of the Communist Party. The UTC membership was divided into about 53,000 basic organizations in which 434,000 were elected to various leadership roles.

[62] "Cu privire la sarcinile organizaţiilor de partid, de stat şi obşteşti, ale U.T.C., pentru îmbunătăţirea muncii educative în rîndul tineretului" (Concerning the Tasks of the Party, State, and Communal Organizations and of the UTC for Improving the Educational Work Among the Youth). *Gazeta Învăţământului*, No. 924, Dec. 8, 1967, p. 3.

guidance of youth, with a negative attitude toward work, and with offering rigid, outdated, and unattractive cultural and political programs to its members. To remedy the situation, the Party delegated greater responsibility for the guidance of children and students to schools and teaching cadres and to Party-controlled mass media. In addition to participating in the management of schools and of units in the State Committee for Culture and Art, UTC organizations were entrusted, among other things, with

- cultivating, in the young, a positive attitude toward both theoretical work and the enterprise in which they are employed;
- political-ideological education of youth in the spirit of Marxism-Leninism and the policies of the Romanian Communist Party;
- participation in the organization of cultural-artistic festivities;
- responsibility for the organization of mass sport activities in the schools;
- preparation of youth for the defense of the Fatherland and the organization of paramilitary exercises;
- extracurricular political-educational training of youth;
- separation of functions in institutions of higher learning under which the UTC organs would be responsible for civic, political, and ideological work among the students, while student associations would be concerned with social management of their affairs, including running cafeterias and dormitories; and
- reorganization of UTC units in enterprises, on farms, and in schools.

To carry out these and related tasks, the directives of the Central Committee's Plenary Meeting of November–December 1967 also called for the establishment of a new Ministry for Youth Problems (*Ministerul pentru Problemele Tineretului*) to be headed by the First Secretary of UTC's Central Committee.[63] To assist the new Ministry, the directives provided for the setting up of a Research Center for Youth Problems (*Centrul de Cercetări pentru Problemele Tineretului*).[64]

A scanning of the 1968–69 issues of *Scînteia Tineretului* (The Spark of Youth), the official UTC daily, reveals that many of the problems affecting youth continue to linger and frustrate the regime despite the many remedies which were applied.[65] The group that continued to openly resist the proposed remedies consisted mainly of higher education students.

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[63] The UTC plenum of Apr. 1971 elected Dan Martian to succeed Ion Iliescu as First Secretary of the UTC. Iliescu, who succeeded Petre Enache, served as First Secretary from June 1967 to 1971.

[64] For details on the Research Center, consult, "Înfiinţarea Centrului de cercetări pentru problemele tineretului" (Setting Up the Research Center for Youth Problems). *România Liberă* (Free Romania), Bucharest, Nov. 16, 1968, p. 5; Adriana Luscalov, "O nouă instituţie ştiinţifică. Centrul de cercetare pentru problemele tineretului" (A New Scientific Institution. The Research Center for Youth Problems). *Munca*, Nov. 22, 1968, pp. 1,5.

[65] UTC shortcomings and the remedies were spelled out again at the First National Conference of the UTC in Feb. 1968 and during the July 1968 Plenum of the UTC Central Committee.

The Student Associations

Although Romanian students are relatively isolated from their counterparts the world over, they have in recent years manifested a more aggressive tone in expressing their grievances. Their complaints, like those expressed elsewhere, are concerned with more freedom of expression and a greater voice in organizing and managing their lives.

Bored by Party propaganda and to a large extent indifferent to UTC activities in the institutions of higher learning, students are blamed for lacking "socialist consciousness." In an attempt to keep up with their colleagues, the students pay more attention to every phase of life in the West in general and the United States in particular. In fact, the most popular form of protest are going Western habits and custom and showing a preference for English and French at the expense of Russian.[66] Student political tendencies are also reflected by the crisis-character of problems involved in the teaching of the social sciences, subjects which emphasize Marxism-Leninism.[67]

Student organizations in institutions of higher learning are led by student councils (*consilii studenţeşti*), the members of which are elected annually. They are an integral part of the Union of Student Associations of Romania (*Uniunea Asociaţiilor Studenţilor din România*—UASR) which holds a National Conference of Students (*Conferinţă Naţională a Studenţilor*) at least once every 3 years.

The Party decision of November–December 1967 under which the UTC was entrusted with civic, political, and ideological tasks and the UASR with social-managerial ones apparently failed to achieve the expected results, for at the Seventh UASR Conference in April 1969 great concern was shown for the "elimination of parallelisms." The social-political responsibilities of student organizations were reemphasized by UASR Conference directives, which stipulated that

- Every student upon graduation must accept a position in the locality where his skills are most needed.
- Students must be familiar with the basic principles of Marxism-Leninism.
- The UASR must expand participation by students in "voluntary patriotic labor" projects and in training for national defense.

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[66] Bennett Warnstrom, The Student Mood in Rumania. *East Europe*, New York, 18:8–9:5–7, Aug.–Sept. 1969. Grievances and demands of students are spelled out in the pages of *Viaţa Studenţească* (Student Life), the official organ of the Union of Student Associations.

[67] Throughout the 1960's the Party press published many articles concerning the shortcomings in the content and teaching of the social sciences. See, for example, I. Totu and I. Grădişteanu, "Predarea marxism-leninismului în învăţămîntul superior" (The Teaching of Marxism-Leninism in Higher Education). *Lupta de Clasă*, XLIV: 1:28–37, Jan. 1964; "Dezbateri pe marginea proiectelor de tematică a cursurilor de ştiinţe sociale" (Debate on the Draft Syllabuses of Social Science Courses). *Ibid.*, XLIV:4:95–121, Apr. 1964; XLIV:5:77–101, May 1964; XLIV:6:84–99, June 1964; and XLIV:7:82–102, July 1964; Vasile Nichita, "Preocupări actuale in predarea ştiinţelor sociale" (Current Concern in the Teaching of the Social Sciences). *Ibid.*, XLVI:11: 31–44, Nov. 1966, "Consfătuirea privind îmbunătăţirea predării ştiinţelor sociale" (Discussion on the Improvement of the Teaching of the Social Sciences). *Forum*, XI:2–3:144–61, Feb.–Mar. 1969.

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- Under the new statutes, the UASR is the "sole political and professional representative of university youth, an integral part of the UTC."
- The UASR must expand its relations with student organizations of all "socialist" countries, as well as with "progressive and democratic" student organizations the world over.
- The UASR must act as an active political force in implementing a "real Marxist-Leninist policy." [68]

Sports and Physical Education

In the drive to mold what it calls the "new socialist man," the Communist regime continues to pay considerable attention to physical education and sports. As a major vehicle for the harmonious physical and moral development of youth, physical education and sports are centrally directed and generously financed.

Centrally guided until July 1967 by the Union of Physical Education and Sports (*Uniunea de Cultură Fizică şi Sport*), physical education and sports in all sectors of life—schools, industrial enterprises, clubs, farms—were coordinated and directed by the National Council for Physical Education and Sports (*Consiliul Naţional pentru Educaţie Fizică şi Sport*).

Under the new system, enacted into law in December 1967,[69] responsibility for organizing physical education courses at all levels of education is assigned to the Ministry of Education. The organization and supervision of mass sports are the responsibility of the National Council of the Pioneers' Organization in the elementary schools, of the UTC in the villages, institutions of higher learning, and postelementary schools, and of the trade unions in enterprises and institutions. At the local level, the functions of the National Council for Physical Education and Sports are carried out by local councils.

Enrollment

One of the most positive aspects of Romania's educational reforms in the 1960's undoubtedly has been the increase in enrollment at all levels of education. Not only has the number of students kept pace with the increase in school-age population but also with the political and social-economic objectives of the regime. Perhaps by far the most important quantitative changes have taken place in elementary and academic secondary education and in higher education. In the former, total enrollment increased from 2,587,831 in 1960–61 to 3,299,878 in 1968–69, a reflection to a large extent of the success of the compulsory system; in the latter, the increase was even more dramatic, from 71,989 to 147,637 during the corresponding period (table 2).

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[68] For details on the Seventh Conference of the Union of Student Associations of Romania, see *Scînteia*, Apr. 17, 1969, pp. 1, 4; Apr. 18, 1969, pp. 1, 4; and Apr. 19, 1969, pp. 1, 3, 4.

[69] Law No. 29 (Dec. 28, 1967) of the Grand National Assembly, *Buletinul Oficial*, No. 114, Dec. 29, 1967, pp. 887–92. See also Decision No. 629 (Apr. 9, 1968) of the Council of Ministers, *Ibid.*, No. 46, Apr. 9, 1968, pp. 393–94.

Table 2.—Number of schools, pupils, and teachers in day and evening sessions and correspondence courses, by level, 1938–39, 1948–49, 1950–51, 1955–56, and 1960–61 through 1968–69

[— indicates that the source did not include figures]

Item	1938-39	1948-49	1950-51	1955-56	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Preschool Education													
Kindergartens	3,577	2,998	4,435	6,422	7,375	7,637	7,615	7,633	7,835	7,627	7,794	8,619	9,725
Pupils	130,747	157,934	199,095	275,433	354,677	375,667	374,079	372,430	388,076	353,721	356,464	391,051	419,762
Kindergarten teachers	3,819	3,951	5,025	9,623	12,533	13,142	13,243	13,404	13,513	13,579	14,088	15,672	17,290
Elementary and Secondary Schools of General Education													
Schools	13,865	14,998	15,556	15,893	15,638	15,638	15,496	15,469	15,473	15,521	15,513	15,525	15,494
Students	7,694,451	10,946,902	11,863,889	13,732,168	2,587,861	2,803,239	3,028,047	3,058,339	3,321,428	3,347,076	3,327,856	3,268,707	3,299,878
Teachers	—	—	—	—	—	—	—	—	—	—	—	—	—
Art Education													
Schools	—	—	135	11	45	47	48	49	51	51	51	51	53
Students (total)	—	—	1,527	2,899	14,530	17,204	18,633	19,292	20,320	20,380	20,634	20,800	21,225
Also in schools of general education	—	—	—	2,137	12,535	14,581	16,452	15,082	12,306	12,212	11,941	11,672	11,271
Teachers	—	—	281	126	1,082	1,372	1,504	1,541	2,087	2,383	2,432	2,521	2,611
Vocational Education													
Vocational Schools													
Schools	2224	5511	5465	4922	519	601	473	459	434	441	422	426	415
Students	39,250	61,372	98,257	98,409	127,224	159,732	170,020	168,287	182,097	182,391	205,197	219,401	217,955
Teachers	1896	4,334	7,988	5,564	7,330	8,594	8,981	9,431	9,302	10,374	11,615	11,924	11,536
Apprenticeship System													
Schools	—	—	—	—	—	—	—	—	—	—	—	9,487	31,673

Item	1938-39	[illegible]	[illegible]	[illegible]	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Two-Year Teacher-Training Schools and Institutes [2]													
Schools	555	[illegible]	[illegible]	[illegible]	25	32	9	17	15	24	(1)	(1)	(1)
Students	55,537	[illegible]	[illegible]	[illegible]	9,271	9,267	7,024	10,498	12,498	12,703	2,401	3,088	3,566
Teachers	1,076	[illegible]	[illegible]	[illegible]	666	642	480	472	429	475	—	—	—
Specialized lyceums													
Schools	—	—	—	—	—	—	—	—	—	—	182	186	191
Students	—	—	—	—	—	—	—	—	—	—	35,643	61,428	87,649
Teachers	—	—	—	—	—	—	—	—	—	—	2,119	3,575	4,463
Technical Education [3]													
Schools	[illegible]	[illegible]	[illegible]	[illegible]	246	282	362	358	327	329	338	342	367
Students	34,746	[illegible]	[illegible]	[illegible]	42,212	46,954	64,437	71,925	67,372	68,409	61,303	57,080	54,207
Teachers	3,871	[illegible]	[illegible]	[illegible]	2,913	3,054	3,908	4,195	4,060	4,453	4,072	3,270	2,623
Technical Education for Technical Personnel													
Schools	[illegible]	[illegible]	[illegible]	[illegible]	8	8	102	110	87	84	74	69	62
Students	34,746	[illegible]	[illegible]	[illegible]	1,769	1,009	22,606	32,620	32,853	33,057	19,264	12,362	5,902
Teachers	3,871	[illegible]	[illegible]	[illegible]	35	17	971	1,138	1,185	1,276	664	362	163
Postsecondary Specialized Secondary Education													
Schools	—	—	—	[illegible]	104	116	118	112	114	128	146	148	164
Students	—	—	—	[illegible]	21,566	25,076	23,581	20,396	17,837	22,337	27,410	28,401	31,112
Teachers	—	—	—	[illegible]	1,663	1,790	2,044	2,114	1,869	2,062	2,385	2,128	1,741

Item	1938–39	1948–49	1950–51	1955–56	1960–61	1961–62	1962–63	1963–64	1964–65	1965–66	1966–67	1967–68	1968–69
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Technical Education for Skilled Workers													
Schools	—	—	—	7	48	47	39	35	29	25	—	—	—
Students	—	—	—	578	5,544	4,411	3,406	2,793	2,656	1,358	123	—	—
Teachers	—	—	—	49	392	331	201	255	131	75	2	—	—
Master Craftsmen Education													
Schools	—	—	—	97	86	111	103	101	97	112	118	125	141
Students	—	—	—	7,927	13,344	16,458	14,844	16,108	14,026	13,857	14,506	16,317	17,193
Teachers	—	—	—	209	833	916	692	688	875	940	1,021	780	769
Higher Education													
Faculties	33	129	136	127	131	151	165	171	178	183	181	185	187
Students (total)	26,489	48,676	53,007	77,633	71,989	83,749	98,929	112,611	123,284	130,604	136,948	141,589	147,637
Foreign students	—	—	—	877	897	741	869	617	508	563	729	971	1,261
Teachers	2,194	5,638	8,518	8,369	8,917	10,360	10,753	11,965	12,465	13,038	13,404	13,792	12,950

[1] In 1966-67 teacher-training schools became teacher-training lyceums and are, therefore, included under specialized lyceums. The 2-year teacher-training system operates with only teacher-training sections.

[2] Includes total figures for "Technical education for technical personnel," "Postsecondary specialized secondary education," "Technical education for skilled workers," and "Master craftsmen education."

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1969.** Bucharest: Direcţia Centrală de Statistică, 1970, pp. 574-77.

The fluctuation in enrollment in 2-year teacher-training schools and institutes and in technical education reflects the organizational changes effectuated during the 1960's.

Although no official comparative statistical data are available concerning the education of children and students in the languages of the national minorities, Communist sources reveal that during the 1967–68 school year there were over 1,200 kindergartens and 1,944 general schools for these minorities. Of these, 1,480 used Hungarian and 386 German as the language of instruction. The others employed Bulgarian, Czech, Polish, Serbo-Croatian, Slovak, or Ukrainian. In localities where the number of minorities is relatively small, special courses in the languages of the respective minorities may be offered. In 1967–68 about 23,000 students of minority backgrounds attended institutions of higher learning, compared with only about 12,000 in 1956–57.[70]

Although no institution of higher learning in contemporary Romania uses a non-Romanian language exclusively as the vehicle of instruction, as was the case before the 1957–58 academic year, students of national minority background, especially the Hungarians, have the opportunity of attending courses in their own languages.[71]

Romania's Role in International Education

Beginning in the early 1960's when the Communist regime began to reveal an ever-bolder posture of national independence, Romania embarked on a gradual expansion of her role in international educational, cultural, and scientific exchanges. During the 1950's such exchanges were undertaken almost exclusively with other countries of

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[70] Ladislau Banyai and Richard Winter, "Rezolvarea problemei naţionale—Rezultat al făuririi societăţii socialiste" (The Solution of the Nationalities Problem —An Achievement of the Socialist Society), *Lupta de Clasă*, XLIX:5:11–19, May 1969. See also Andrei Dancsuly, "Învăţămîntul în limbile naţionalităţilor conlocuitoare în România Socialistă" (Education in the Languages of the National Minorities in Socialist Romania), *Revista de Pedagogie* (Review of Education), Bucharest, XVIII: 7–8:130–37, July–Aug. 1969.

[71] Classes in this language are featured in the cities of Cluj, Tîrgu-Mureş, and others in Transylvania with a relatively large proportion of Hungarians. Before the 1957–58 academic year there were a number of Hungarian institutions of higher learning, including the Bolyai University of Cluj and the Medical-Pharmaceutical Institute of Tîrgu-Mureş. As a result of the impact of the 1956 Hungarian Revolution on the Hungarian minority (especially the students in Romania), and of the nationalistic policies of the Communist regime during the 1960's, the Hungarian institutions of higher learning were either amalgamated with their Romanian counterparts or transformed into all-Romanian institutions offering bilingual or parallel language courses in both Hungarian and Romanian. Such was the case, for example, at the Babeş-Bolyai University, the Gh. Dima Conservatory of Music in Cluj, the Medical-Pharmaceutical Institute, and the Szentgyörgyi István Institute of Theater Arts in Tîrgu-Mureş. For details on the organizational structure of these institutions, see chapter VI and appendix B. For one point of view concerning the measures adopted by the Romanian Government affecting the educational facilities of the Hungarian minority, see *"White Paper" on the Liquidation of the Hungarian Minority's Educational Facilities in Romania*. New York: Association of Hungarian Students in North America, 1966, 22 pp.

the Soviet bloc, but in recent years Romania has expanded her contacts with the Western world.

The initiator of the International Mathematics Olympics in 1958, Romania hosted the first two annual competitions. In 1967 she hosted the International Congress of Linguists and in 1968 two scientific events: The 12th Congress of Romance Languages and Philology and the UNESCO-sponsored European colloquium on the modernization of the teaching of mathematics in secondary and higher education. Under the sponsorship of the University of Bucharest, over 150 teachers and students from 24 countries attended the eighth summer session and colloquium on Romanian history, language, and literature held in Sinaia from July 25 to August 25, 1967.

Representatives of Romanian education and science were permitted to attend international meetings and congresses in ever greater number. During the 1967–68 academic year alone about 160 Romanian delegates participated in over 100 international scientific meetings in 22 countries, and over 500 teachers at their own expense attended approximately 250 scientific sessions in various parts of the world.[72]

One of the most encouraging aspects of Romania's increased participation in the international scientific community has been an expansion of exchanges with the United States within the framework of intergovernmental arrangements. The number of exchange visitors between the two countries has tended to vary over the years, as the following figures show: [73]

Year	*Romanians in the United States*	*Americans in Romania*
1958	3	32
1959	14	9
1960	18	79
1961	56	155
1962	111	18
1963	30	74
1964	37	241
1965	43	124
1966	177	24
1967	119	387
1968	139	36

The fields of interest of the exchange visitors has also varied from year to year. In 1968, for example, the 139 Romanians who visited the United States and the five Romanians already in the country on long-term programs represented the following fields: Agriculture, 10; culture and sports, 10; medicine, 14; science and technology, 95; and social sciences and humanities, 15. The 36 Americans in Romania represented

[72] *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967–1968 School Year, op. cit.*, pp. 84, 87, 88, and 92.
[73] *Exchanges with the Soviet Union and Eastern Europe, 1968* (Report No. 30). Washington, D.C.: Department of State [1969], pp. 2–3.

the same fields by one, three, three, 14, and 15 exchange visitors, respectively.[74]

About 39 percent of the Romanian exchange visitors were sponsored by the State Department, 26 percent by academic institutions, and the remainder by the National Academy of Sciences, the United Nations and its specialized agencies, other U.S. Government departments, and private foundations. The 1969 and 1970 programs of exchange provided for participation by more U.S. Government agencies, including for the first time, the Atomic Energy Commission and the International Research and Exchanges Board.[75]

In addition to the exchange programs involving scholars, scientists, and specialists, Romania's increasing role in international education has also been reflected in student exchanges. In 1968–69, 1,261 foreign students studied in Romania (table 2). Of the larger number of Romanian students attending institutions of higher learning abroad, 83 (46 boys and 37 girls) attended colleges in the United States. Of these, 46 were undergraduates, while 28 pursued various types of graduate studies, and 6 were nonmatriculants (3 students did not identify their status). As to their fields of major interest, 2 studied business administration, 2 education, 20 engineering, 33 humanities, 3 medicine, 10 physics and biology, and 8 social sciences (5 students did not identify their major). In 1967–68, 7 American students studied in Romania at the University of Bucharest and the Babeş-Bolyai University in Cluj. Of these, 3 majored in history, 3 in languages and literature, and 1 in sociology.[76]

Apart from the official and traditional forms of international education and exchange programs, Romania has also engaged in a serious effort to promote a better understanding of the cultures and subcultures of other nations, socialist and nonsocialist alike. Education for better international understanding has been advanced through in-school study at all levels of the subcultures that make up the Romanian Nation, as well as the cultures of other peoples. Romanian leaders are cognizant of the fact that the success of this program depends largely on the preparation and attitude of the teachers involved.

One of the most effective ways to overcome apathy is the requirement that teachers periodically attend inservice training and refresher courses. These are organized on a systematic basis under the auspices of the Central Institute for Upgrading the Teaching Personnel (*Institutul Central de Perfecţionare a Personalului Didactic*) of Bucharest and its main branches in the university cities of Cluj, Craiova, Iaşi, and Timişoara. Teachers are also able to keep abreast of educational and cultural developments in other countries by reading specialized journals which feature both survey and indepth articles on a variety of related topics.[77]

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[74] *Ibid.*

[75] *Ibid.*, pp. 14–15.

[76] *Open Doors 1969, Report on International Exchange.* New York: Institute of International Education, Sept. 1969, pp. 24, 25, 32, 33, 38, 39, 52, and 53.

[77] For a listing of the major education journals of Romania, see appendix D.

III: Preprimary Education

Organization, Structure, and Function

One of the education levels most neglected in the past, preprimary education, has enjoyed a relatively high rate of development since Communist acquisition of power in late 1947. As an integral part of Romania's unitary education system, it is contributing to the achievement of the stated social objectives of the regime.

The fundamental objectives of preprimary education are to

- contribute to the education of children between 3 and 6 years of age;
- prepare them for the tasks posed by the elementary schools; and
- help gainfully employed mothers with child care and upbringing.

Organized on a noncompulsory basis, preprimary education is offered in two types of schools: Kindergartens (*grădiniţe de copii*) and nurseries (*cămine de copii*). Special kindergartens and nurseries are available for infants and children suffering from various types of physical and mental disorders.

Supported through budgetary allocations from the Ministry of Education (*Ministerul Învăţământului*), kindergartens operate on an average of 5 to 8 hours a day during a school year that extends from September 15 to June 15.

Operating under the jurisdiction and supervision of the executive committees of the county people's councils, the kindergartens are organized territorially within the framework of so-called preschool districts (*circumscripţii preşcolare*). They may also be organized under the auspices of State, cooperative, and communal organizations.

Nurseries are normally organized within the framework of kindergartens—at the request of parents—by the authorities in charge. Established primarily in cities and workers' centers, they are maintained partially through contributions from parents and provide not only education, training, supervision, and care, but also board. Care is provided from 10 to 12 hours a day or on a weekly basis.

The educational plans and programs of kindergartens are determined by the Ministry of Education. Based on plans originally adopted in 1963, kindergarten objectives are to

- develop children's physical movements and coordination;
- balance their processes of excitation and inhibition;
- develop their perception;

- advance their capacity of concentration for ever-longer periods of time;
- further their capacity for memorization and speech; and
- develop their processes of thought, creativity, and independence.[1]

Administration

The network and admission plans for kindergartens and nurseries are determined and approved by the Ministry of Education on the basis of recommendations by the executive committees of the county people's councils in consultation with both the State Planning Committee (*Comitetul de Stat al Planificării*) and the Ministry of Finance (*Ministerul Finanţelor*).[2]

Each kindergarten is directed by a woman (*directoară*) who is also in charge of the nursery or nurseries associated with that particular kindergarten. Kindergarten directors, like kindergarten teachers (*educatoare*), are trained either in 5-year teacher-training lyceums for teachers and kindergarten teachers (*licee pedagogice de învăţători şi educatoare*), 2-year teacher-training institutes (*institute pedagogice de învăţători*), or 3-year teacher-training institutes (*institute pedagogice de 3 ani*). The latter are considered part of the institutions of higher learning.

In smaller kindergartens, the director also teaches. The rights and duties of administrative and teaching personnel, including appointment, transfer, dismissal, load, and remuneration, are similar to those in the elementary, secondary, and vocational education systems regulated by the teachers' statutes of March 1969.[3]

Enrollment

Convinced of the importance of the formative years in the development of children's social and personality traits, the Communist regime has increased its allocations for the expansion of preprimary education year after year. As a result, the number of kindergartens rose from 2,998 in 1948–49 to 7,375 in 1960–61 and to 9,725 in 1968–69. The number of children attending these schools increased during the corresponding years from 157,934 to 354,677 and to 419,762, respectively. Since the increase in the number of teachers has been more than proportionate to the increase in enrollment, the children-teacher ratio has been improved. Whereas there were only 3,951 kindergarten teachers

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[1] "Aplicarea programei grădiniţelor de copii în anul şcolar 1969–1970" (The Implementation of the Kindergarten Program During the 1969–70 School Year). *Gazeta Învăţământului* (Journal of Education), Bucharest, No. 1009, Sept. 19, 1969, p. 4.

[2] Articles 17–23 of "Law No. 11 Concerning Education in the Socialist Republic of Romania." *Buletinul Oficial* (Official Bulletin), Bucharest, No. 62, May 13, 1968, pp. 484–505.

[3] Legea nr. 6 privind Statutul personalului didactic din Republica Socialistă România" (Law No. 6 Concerning the Statutes of Teachers in the Socialist Republic of Romania). *Buletinul Oficial*, No. 33, Mar. 15, 1969, pp. 256–85.

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Table 3.—Number of kindergartens, pupils, and kindergarten teachers, by county, 1968–69

County	Kindergartens	Pupils	Teachers
Total	**9,725**	**419,762**	**17,290**
Alba	208	9,055	338
Arad	216	10,731	509
Argeş	309	10,717	441
Bacău	341	14,320	530
Bihor	357	14,730	690
Bistriţa-Năsăud	188	7,145	265
Botoşani	252	8,582	328
Braşov	214	12,215	554
Brăila	153	6,981	242
Buzău	244	8,636	330
Caraş-Severin	167	6,769	274
Cluj	332	16,259	706
Constanţa	250	12,094	504
Covasna	153	6,406	281
Dîmboviţa	193	7,138	269
Dolj	333	16,254	618
Galaţi	196	8,584	353
Gorj	184	6,005	244
Harghita	227	9,729	373
Hunedoara	152	7,416	306
Ialomiţa	203	12,756	302
Iaşi	271	10,606	401
Ilfov	350	12,739	443
Maramureş	225	10,241	396
Mehedinţi	178	6,750	254
Mureş	355	16,501	668
Neamţ	252	9,834	392
Olt	268	10,692	359
Prahova	243	9,911	437
Satu Mare	250	11,946	506
Sălaj	187	6,973	266
Sibiu	234	14,720	619
Suceava	255	9,379	385
Teleorman	207	8,213	270
Timiş	381	16,784	832
Tulcea	133	6,233	218
Vaslui	336	11,622	426
Vîlcea	208	6,677	246
Vrancea	236	8,435	307
Bucharest Municipality	284	18,984	1,408

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1969.** Bucharest: Direcţia Centrală de Statistică, 1970, pp. 576-77.

in 1948–49, their number rose to 12,533 in 1960–61 and to 17,290 in 1968–69 (table 2). If the 1968–69 figures are used as a basis, it appears that kindergartens are relatively evenly distributed throughout the country, with the Municipality of Bucharest and the counties with larger cities having kindergartens with the greatest enrollment. This is particularly true in the counties (*judeţe*) of Cluj, Dolj, Mureş, Sibiu, and Timiş (table 3).

IV: Elementary and Secondary Education

Of the many far-reaching educational reforms instituted during the post-World War II period, perhaps the most positive ones have pertained to the reorganization and expansion of elementary and secondary education. In contradistinction to the prewar era when hundreds of thousands of children remained outside the school system, a school-age population numbering almost three million was enrolled in the late 1960's in the schools of general education (*şcoli de cultură generală*), as the elementary schools are called. In this same period, the number of students registered in the day sessions of the various types of secondary schools, including the lyceums of general education (*licee de cultură generală*) or academic lyceums,[1] increased eight times over the 1938–39 enrollment level.[2]

The New Compulsory System

Considered the principal means for raising the cultural level of the people and the first link in the process of cadre-training, the compulsory system of general education was subjected to a careful review during the late 1960's in order to bring it in line with practices prevailing in the economically and culturally more advanced countries of the world. In accordance with ideas first enunciated at the Ninth Congress of the Romanian Communist Party in 1965 and proposals incorporated in a report prepared under the auspices of the Ministry of Education (*Ministerul Învăţământului*),[3] the Education Law of 1968[4] extended the compulsory system of general education to 10 years.

The new system, to be fully operative by 1973, is based, among other

[1] Literally translated, *şcoală de cultură generală* and *liceu de cultură generală* mean "school of general culture" and "lyceum of general culture." Throughout this text, the former is referred to either as school of general education or elementary school and the latter as academic lyceum.

[2] Enrollment in the day sessions of the secondary schools increased from 29,004 in 1938–39 to 261,355 in 1968–69 (table 6). See also "Studiu privind dezvoltarea învăţământului de cultură generală" (Study on the Development of the Schools of General Education). *Gazeta Învăţământului* (Journal of Education), Bucharest. XX: 993:2, Feb. 9, 1968.

[3] For text of the report, see the study cited in footnote 2.

[4] "Legea nr. 11 privind învăţământul în Republica Socialistă România" (Law No. 11 Concerning Education in the Socialist Republic of Romania). *Buletinul Oficial* (Official Bulletin), Bucharest, No. 62, May 13, 1968, pp. 484–505.

things, on the admission of children into grade 1 at age 6 instead of 7 as was the practice prior to 1968. To fulfill the requirements of the compulsory system, students, upon graduation from the 8-year elementary school (which is unitary and required of all children between the ages of 6 and 14), may continue either in an academic or specialized secondary school (*licee de specialitate*) or in the upper 2-year cycle (*ciclul superior de 2 ani*); i.e., grades 9 and 10, of the schools of general education.[5]

Types of Schools

Basically, the system of elementary-secondary education includes a school of general education with 8 or 10 grades (table 4) and three types of secondary schools: 1) academic lyceums (table 5), 2) specialized lyceums, and 3) teacher-training institutions.

Schools of General Education

The stated objectives of schools of general education are to help pupils acquire the fundamentals of general culture, enhance their intellectual and physical development and moral-civic training, cultivate their love for labor, and guide and prepare them, depending on their particular aptitudes, either for the continuation of their studies or for useful employment.

Operating under the general guidance and rules of the Ministry of Education, schools of general education are established and maintained by the executive committees (*comitetele executive*) of the county people's councils (*consiliile populare judeţene*). Each school serves a well-defined school district (*circumscripţie şcolară*), but the overall network is determined by the Ministry of Education on the recommendation of the executive committees of the people's councils and in consultation with the State Planning Committee (*Comitetul de Stat al Planificării*) and the Ministry of Finance (*Ministerul Finanţelor*). In certain localities, some schools of general education offer a special curriculum designed to aid gifted pupils or children with special talents.

Graduates of the eighth grade may continue their studies in either the academic or specialized lyceums or in the upper 2-year cycle of the

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[5] In the drive to achieve the goal of implementing the new 10-year compulsory system by 1973, over 1,000 schools of general education operated in 1969–70 with grade 9. They enrolled about 42,000 pupils or 44 percent of the graduates of the eighth grade who chose not to continue their schooling in a postelementary institution. Ion T. Radu, "O etapă nouă în dezvoltarea învăţămîntului general" (A New Phase in the Development of General Education). *Revista de Pedagogie* (Review of Education), Bucharest, XVIII:9:11–18, Sept. 1969.

The present 8-year elementary and 4-year secondary 12-year cycle has been in effect since 1961 when the Romanian regime decided to return to the cycle that had prevailed before adoption of the Soviet model of education in 1948. In the latter year, the combined elementary-secondary school period was reduced to 11 years, and in 1951 to 10 years, with 3 years devoted to secondary education. In 1956 the combined school period was again extended to 11 years, and in 1961 to 12 years. The compulsory system of education was extended in 1948 from 4 to 7 years, and in 1961 to 8 years.

schools of general education. Those who completed grades 9 or 10 may, under certain conditions, be admitted to grades 2 or 3 of the lyceums.

Although opportunity for further academic study is available, many graduates of both the 8-year and of the recently established 10-year elementary schools continue, as in the past, to pursue studies in nonacademic institutions. This is especially true in villages and small towns where no academic secondary schools exist. Encouraged by both their parents and the State, most elementary school graduates elect to learn a trade or work in local agricultural and industrial enterprises. Those eager to learn a trade enter either the more prestigious specialized lyceums or vocational and technical schools or enroll in the more readily available, on-the-job apprenticeship programs.

The criteria and factors involved in determining postelementary education are many and complex, but, are no longer social or political as they were during the immediate post-1948 period. Although the economic position and ambitions of parents, the inclination and aspirations of students, and the fact that an educational institution is located in a particular community play an important role, by far the most important criterion is academic achievement, including the results of examinations for admission to secondary or vocational schools. Students with an outstanding academic record usually can attend the school of their choice because the State assumes part or all of the maintenance costs.

Schools of general education operate only day sessions, but citizens who wish to complete their elementary education may register in the correspondence sections of grades 5 through 12.[6]

Academic Lyceums

Designed to offer a multilateral education of general culture, to educate students in the spirit of socialist patriotism, and to prepare them for studies in higher education or for useful employment, academic lyceums operate two basic sections: 1) Science or *réal* (*reală*) and 2) humanities (*umanistă*). In large academic lyceums these sections may be divided into two distinct branches: science, with emphasis either on mathematics and physics or biology and chemistry, and humanities, with emphasis on foreign languages, philosophy, and Romanian literature or the classics (Greek and Latin).

Encompassing grades 9 through 12 in the schools of general education or grades 1 through 4 in the secondary school system, academic lyceums operate day sessions of 4 years' duration and evening sessions and correspondence courses extending over a period of 5 years. Admission is based upon the results of a competitive examination open to all graduates of grade 8.[7] Whereas candidates for admission to the day sessions must be under 17 years of age at the time they take the examina-

[6] Decision No. 1052/1962 of the Council of Ministers as amended and republished on June 27, 1967. *Buletinul Oficial*, No. 58, June 27, 1967, pp. 523–24.

[7] The competitive admission examination consists of a written and oral test in mathematics and Romanian and an oral test in Romanian history. For details on the material covered in the examinations for admission in Sept. 1969, see *Gazeta Învăţământului*, No. 986, Mar. 14, 1969, p. 4.

tion, there is no age limit for candidates applying for admission to either the evening or correspondence sections.

Students enrolled in evening sessions and correspondence courses are permitted a 30-day leave without pay, in addition to a regular vacation, in order to prepare for examinations. Work shifts of evening-session students are usually scheduled to permit their attendance at school, and they are not expected to work overtime on school days.[8]

From operational and jurisdictional points of view, academic lyceums are organized and maintained on the same basis as schools of general education.

Specialized Lyceums

In operation since the 1966–67 academic year,[9] specialized lyceums are designed to provide a general and civic education plus intermediate technical and vocational training that will satisfy the requirements of both the economy and the socialist culture. There are four types of specialized lyceums: 1) agricultural (*licee agricole*), 2) economic (*licee economice*), 3) health-oriented (*licee sanitare*), and 4) industrial (*licee industriale*).[10] Organized by primarily economic-oriented ministries, by other central State organs, and by the executive committees of the people's councils, these lyceums operate on an annual basis. The specialties offered and the school networks are approved by the Council of Ministers on recommendations from the Ministry of Education, other interested ministries, and central governmental organs.

Although specialized lyceums operate within the budgetary framework and under the auspices of a variety of ministries and central governmental organs, their methodological, pedagogical, and scientific points of view are directed by the Ministry of Education.

All general, nontechnical subjects offered by the various specialized lyceums are taught in the classroom, while instruction in practical aspects of the particular fields of specialization, depending on the complexity of the specialties offered and the facilities available in the respective lyceums, is given either in school shops and laboratories or in local factories and agricultural enterprises. If no appropriate factories or enterprises are located near the lyceums, students are transported at state expense to other localities for practical training.

The period of schooling in day sessions extends for 4 years in the economic and health-oriented lyceums and for 5 years in the agricultural and industrial lyceums. Evening and correspondence courses are usually 1 year longer. Admission to day sessions is open to all graduates of the eighth grade under 18 years of age during the year they register

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[8] See Decision No. 1052/1962 cited in footnote 6.

[9] Specialized lyceums were established in accordance with the provisions of Law No. 2 (July 1, 1966) of the Grand National Assembly as implemented by Decision No. 1378 (July 2, 1966) of the Council of Ministers. For text of these acts, see *Buletinul Oficial*, No. 41, July 1, 1966, p. 305, and No. 42, July 6, 1966, pp. 314–15, respectively.

[10] Under Article 9 of Law No. 2 cited in footnote 9, teacher-training schools were classified as specialized lyceums; in this text, however, as in most Romanian texts, they are treated under a separate heading.

who pass a written and oral examination in mathematics and Romanian covering material offered in grades 5 through 8. There is no age requirement for candidates for evening-session and correspondence courses.[11]

During the 1968–69 school year there were 165 specialized lyceums. Of these, 59 were *agricultural* and offered intermediate training in 10 fields, including agronomy, agricultural mechanics, horticulture, land improvement, plant care, and zootechnology; 41 were *economic* and offered specialization in administration, marketing, planning and bookkeeping, and statistics; 2 (one in Galaţi and one in Tîrgu-Mureş) were *health-oriented* and provided training for dental technicians and medical laboratory assistants, and 63 were *industrial* and offered intermediate specialization in 44 areas, including chemical technology, cinematography, civil and industrial construction, electrical machines and equipment, forestry, milk and meat processing, mining, electromechanics, plastics, roads and bridges, and textile machines and equipment.[12]

Teacher-Training Lyceums

Concerned with the training of teachers for the lower elementary grades and for kindergartens, the teacher-training lyceums are 5-year institutions admitting eighth-grade graduates. The organization, structure, and functions of these lyceums are discussed in chapter VII.

Administration

Each elementary and secondary school is directed by a principal or director (*director*) who is assisted in fulfilling his functions by a teachers' council (*consiliu profesoral*), and, in large institutions, by one or several deputy directors (*directori adjuncţi*).

Directors of the schools of general education are appointed by the school inspectorates of the local people's councils and subject to dismissal by them. Heads of academic lyceums are appointed by the school inspectorates of the county people's councils. Directors of specialized lyceums are appointed and dismissed by the central governmental agency that sponsors them, with the concurrence of the Ministry of Education. Most directors are tenured teachers with at least 5 years of experience [13] and are usually selected from the faculty of the school they will head.

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[11] *Îndrumător pentru admiterea în liceele de specialitate. Anul şcolar 1968–1969* (Guide to Admission Into the Specialized Lyceums. The 1968–1969 School Year). Bucharest: Editura didactică şi pedagogică *for the* Ministerul Învăţămîntului, 1968, pp. 3–17.

[12] *Ibid.*, pp. 25–93. Romania's dedication to industrialization greatly increased the need of specialists of intermediate training. In the mid-1960's only 24 percent of the jobs requiring such training were filled. Aurel Avramescu, "Perfecţionarea învăţămîntului economic. Formă organizată de ridicare a pregătirii profesionale" (The Improvement of Education in Economics. An Organized Form of Raising the Professional Training). *Viaţa Economică* (Economic Life), Bucharest, IV:22:10, June 3, 1966.

[13] Articles 40–45 of Law No. 6 (Mar. 14, 1969) of the Grand National Assembly on the Statutes of Teachers in the Socialist Republic of Romania. *Buletinul Oficial*, No. 33, Mar. 15, 1969, pp. 256–85.

The principal tasks of the director are to

- organize, guide, and supervise the management and the educational processes of the school;
- issue transcripts and other school documents;
- appoint and dismiss teaching assistants and administrative personnel under his jurisdiction;
- represent the school in its dealings with individuals and organizations; and
- supervise the implementation of the compulsory system of education in the district in which his school is located.

In fulfilling these tasks, he is assisted by the teachers' council which he heads. The specific functions of the council include

- discussing the principal educational problems confronting the school;
- approving the educational program prepared with assistance from youth organizations;
- generalizing the positive experiences of teachers and improving teaching methods; and
- periodically evaluating the fulfillment of school work plans.

Both the directors and the teachers' councils are expected to work closely with parent committees (*comitete de părinţi*).[14]

Educational Processes

In the highly centralized educational system of Romania all details relating to the educational process at all levels, including the school-year calendar, curriculums and syllabuses, textbooks, examinations, and grading, are determined by the Ministry of Education.

The School Year

In contradistinction to the school budget year which begins on January 1, the academic year begins on September 1 and ends on August 31. The academic year is composed of three trimesters, the specific inclusive dates of which vary from year to year. During the 1969–70 academic year, for example, the first semester began on September 15 and ended on December 20; the second semester began after the Christmas vacation on January 12 and ended on April 4; and the third semester extended from April 20 to June 13. High school seniors complete their last semester about 3 weeks earlier than other students in order to review the material of the upper secondary grades and prepare for the maturity or baccalaureate examination (*bacalaureat*).[15]

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[14] Articles 67–70 of Law No. 11 cited in footnote 4.

[15] "Structura anului şcolar 1969–1970 în învăţământul obligatoriu de cultură generală, în liceele de cultură generală şi de artă" (The Structure of the 1969–70 School Year in the Compulsory Schools of General Education and in the Academic and Art Lyceums). *Gazeta Învăţământului*, No. 1012, Oct. 10, 1969, p. 2.

Curriculums and Syllabuses

The instructional-educational process in elementary and secondary schools follows the detailed curriculums, syllabuses, and programs issued by the Ministry of Education. As a rule, these are prepared under the auspices of the Institute of Pedagogical Sciences (*Institutul de ştiinţe pedagogice*) of Bucharest, either by Institute staff members or in collaboration with education experts associated with institutions of higher learning.

Following the adoption of the Education Law of 1968 and the introduction of the 10-year compulsory school system, the curriculums and syllabuses of the schools of general education were thoroughly revised. The revision took into account the idea that the school must provide the youth of Romania a level of general culture consistent with current and long-range requirements of the socialist society and contemporary achievements of science and technology. The curriculum of the first eight grades is designed to provide a common body of knowledge that will enable the pupils to continue their studies, depending on their respective abilities, either in the academic and specialized lyceums or in the upper 2-year cycle, i.e., grades 9 and 10 of schools of general education.

Although graduates of grades 9 or 10 may under certain conditions enter grades 2 or 3 of the lyceums, those completing the upper 2-year cycle in schools of general education normally enter a vocational or technical school or seek gainful employment.[16]

The curriculum in the first eight grades is fairly standard, with more science subjects offered in the upper grades and 1 hour of practice work added per week. In grades 9 and 10, however, the curriculum is more flexible in order to reflect the vocational-technical objectives of the students for which it was designed (table 4).[17] Science-related subjects in these grades closely parallel the practical activities in which students are engaged. Under the plan adopted in 1969, students in grades 9 and 10 devote 1 day a week to practical work and training. In urban areas boys work in cabinet-making, auto repair, machine shops, and the like; while girls study housekeeping, tailoring, typing, and shorthand, or work as assistants in libraries, hospitals, post offices, and related institutions. In the villages, practice work is primarily agricultural in nature. In the winter months attention is devoted to the study of the theoretical aspects of agriculture and agronomy; in the spring and fall, both boys

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[16] Traian Pop, "Debut în învăţământul obligatoriu de 10 ani" (Beginning of the Ten-Year Compulsory Education). *Scînteia* (The Spark), Bucharest, June 4, 1969, pp. 1, 4.

[17] The plan for the curriculum in the 10-year school of general education, with two variants for grades 9 and 10, was published in the spring of 1969. After a series of discussions and conferences, the variant concerning 1 day of practice work per week was adopted and made public early in June 1969. For the draft plans, see "Modalităţi de realizare a învăţământului obligatoriu de 10 ani" (Means of Implementing the Ten-Year Compulsory System of Education). *Gazeta Învăţământului*, No. 976, Jan. 3, 1969, p. 4. For the final plan adopted for Romanian schools of general education and for those of national minorities, see *ibid.*, No. 998, June 6, 1969, and No. 1000, June 20, 1969, respectively.

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Table 4.—Number of hours per week, per subject, in 10-year schools of general education, by grade, proposed for the 1969–70 academic year

Subjects	Grades											
	1	2	3	4	5	6	7	8	I [1]		II	III
									9	10	9	10
Grand total	22	23	23	24	24	27	28	28	26	26	28	28
Esthetic Subjects and Physical Education												
Total	6	7	7	7	5	5	4	4	3	3	3	3
Drawing and elements from the history of plastic arts	2	2	2	2	2	2	1	1	0	0	0	0
Penmanship	0	1	1	1	0	0	0	0	0	0	0	0
Physical education	2	2	2	2	2	2	2	2	2	2	2	2
Singing and music	2	2	2	2	1	1	1	1	1	1	1	1
Humanities												
Total	9	9	8	8	10	9	9	9	6	7	6	7
Civics	0	0	0	0	0	0	0	0	0	1	0	1
History	0	0	0	2	2	2	2	2	0	0	0	0
Antiquity	0	0	0	0	2	0	0	0	0	0	0	0
Middle ages	0	0	0	0	0	2	0	0	0	0	0	0
Modern and contemporary	0	0	0	0	0	0	2	0	0	0	0	0
Romanian	0	0	0	2	0	0	0	2	0	0	0	0
Modern languages	0	0	0	0	3	3	3	3	2	2	2	2
Romanian language and literature	9	9	8	6	5	4	4	4	4	4	4	4
Composition and exposition	0	1	2	2	1	0	0	0	0	0	0	0
Elements from the history of Romanian literature	0	0	0	0	0	0	0	0	3	3	3	3
Grammar	0	2	2	2	2	2	2	2	1	1	1	1
Knowledge of the surroundings	1	0	0	0	0	0	0	0	0	0	0	0
Reading and writing	7	0	0	0	0	0	0	0	0	0	0	0
Reading with elements of literary theory	0	6	4	2	2	2	2	2	0	0	0	0
Speech development	1	0	0	0	0	0	0	0	0	0	0	0

Sciences												
Total	4	6	7	8	7	10	12	12	12	11	12	11
Biology	0	0	0	0	0	2	2	2	2	0	2	0
Anatomy and human physiology	0	0	0	0	0	0	0	2	0	0	0	0
Botany	0	0	0	0	0	2	0	0	0	0	0	0
Ecology and genetics	0	0	0	0	0	0	0	0	2	0	2	0
Zoology	0	0	0	0	0	0	2	0	0	0	0	0
Chemistry	0	0	0	0	0	0	2	2	2	2	2	2
General and inorganic	0	0	0	0	0	0	2	2	2	0	2	0
Organic	0	0	0	0	0	0	0	0	0	2	0	2
Elements of nature and man	0	1	1	1	1	0	0	0	0	0	0	0
Geography	0	0	1	2	2	2	2	2	0	0	0	0
County	0	0	1	0	0	0	0	0	0	0	0	0
National	0	0	0	2	0	0	0	2	0	0	0	0
World	0	0	0	0	2	2	2	0	0	0	0	0
Hygiene and upbringing	0	0	0	0	0	0	0	0	0	1	0	1
Mathematics	4	5	5	5	4	4	4	4	5	5	5	5
Algebra	0	0	0	0	1	1	2	5	3	2	3	2
Arithmetic	4	5	5	5	3	2	0	0	0	0	0	0
Plane geometry	0	0	0	0	0	1	2	0	2	0	2	0
Solid geometry	0	0	0	0	0	0	0	2	0	2	0	2
Trigonometry	0	0	0	0	0	0	0	0	0	1	0	1
Physics	0	0	0	0	0	2	2	2	3	3	3	3
Electricity, optics, and notions about the structure of the atom	0	0	0	0	0	0	0	0	0	3	0	3
Mechanics and heat	0	0	0	0	0	0	0	0	3	0	3	0
Notions about the structure of substance, optics, mechanics	0	0	0	0	0	2	2	2	0	0	0	0
Technical and Practical Training												
Total	1	1	1	1	1	1	1	1	4	4	6	6
Practical work	1	1	1	1	1	0	0	0	0	0	0	0
Practical work in economic enterprises [2]	0	0	0	0	0	0	0	0	0	0	4	4
Practical work in organized circles [3]	0	0	0	0	0	0	0	0	2	2	0	0
Technical knowledge and applications	0	0	0	0	0	1	1	1	2	2	2	2
Agriculture—Rural areas	0	0	0	0	0	1	1	1	0	0	0	0
Electrotechnical practice (boys)—Urban areas	0	0	0	0	0	0	0	1	0	0	0	0
Electrotechnics	0	0	0	0	0	0	0	0	1	1	1	1
Hand- and household work (girls)—Urban areas	0	0	0	0	0	1	1	1	0	0	0	0
Technical drawing	0	0	0	0	0	0	0	0	1	1	1	1

Table 4.—Number of hours per week, per subject, in 10-year schools of general education, by grade, proposed for the 1969-70 academic year—Continued

Subjects	Grades											
	1	2	3	4	5	6	7	8	I [1]		II	III
									9	10	9	10
Work with metals (boys)—Urban areas	0	0	0	0	0	0	1	0	0	0	0	0
Work with wood (boys)—Urban areas	0	0	0	0	0	1	0	0	0	0	0	0
Other Subjects												
Total	2	0	0	0	1	2	2	2	1	1	1	1
Homeroom guidance	0	0	0	0	1	1	1	1	1	1	1	1
Preschool-type free activities	2	0	0	0	0	0	0	0	0	0	0	0
Scientific, technical, practical, and artistic circles	0	0	0	0	0	1	1	1	0	0	0	0

[1] Two proposed alternative variants for the curriculums of grades 9 and 10. The second variant involves 1 day of practice work per week.

[2] Practice work is performed in the shops of vocational schools.

[3] Circles are organized according to facilities available in a particular school and pupil aptitudes. The most prevalent circles are those related to carpentry, locksmithing, sewing, and tailoring.

SOURCE OF DATA: "Planul de învăţămînt al şcolii generale de 10 ani (Proiect)" (The Education Plan of the 10-Year Schools of General Education) (Draft). **Gazeta Învăţămîntului** (Journal of Education), Bucharest, No. 976, Jan. 3, 1969, p. 4.

Table 5.—Number of hours per week, per subject, in academic lyceums, by grade, 1968–69

Subject	Grades							
	1	2	3	4	1	2	3	4
	Science section				Humanities section			
Grand total	30	30	30	30	30	30	30	30
Esthetic Subjects Physical Education and Guidance								
Total	5	5	3	3	5	5	3	3
Drawing	1	1	0	0	1	1	0	0
Artistic drawing and history of the arts		0	0	0	0	1	0	0
Free technical drawing		1	0	0	0	0	0	0
Technical drawing	1	0	0	0	1	0	0	0
Homeroom and guidance	1	1	1	1	1	1	1	1
Music	1	1	0	0	1	1	0	0
Physical education	2	2	2	2	2	2	2	2
Humanities								
Total	13	10	13	13	13	13	17	16
History	2	1	2	2	2	1	2	2
Antiquity	2	0	0	0	2	0	0	0
Middle ages	0	1	0	0	0	1	0	0
Modern and contemporary	0	0	2	0	0	0	2	0
Romanian	0	0	0	2	0	0	0	2
History of world literature	0	0	0	0	0	0	1	0
Latin	2	0	0	0	2	2	2	2
Modern languages	6	6	6	5	6	6	6	5
First language	3	3	3	2	3	3	3	2
Second, elective (English, French, German or Russian)	3	3	3	3	3	3	3	3
Philosophy and scientific socialism	0	0	0	2	0	0	0	2
Political economy	0	0	2	0	0	0	2	0
Psychology and logic	0	0	0	1	0	0	0	1
Romanian language and literature	3	3	3	3	3	4	4	4
Grammar	1	0	0	0	1	0	0	0
History of literature	1	3	3	3	1	4	4	4
Notions of literary theory	1	0	0	0	1	0	0	0
Sciences								
Total	12	15	14	14	12	12	10	11
Astronomy	0	0	0	1	0	0	0	1
Biology	2	2	2	1	2	2	2	2
Anatomy and human physiology	0	0	2	0	0	0	2	0
Botany	2	0	0	0	2	0	0	0
General biology	0	0	0	1	0	0	0	2
Zoology	0	2	0	0	0	2	0	0
Chemistry	2	2	2	2	2	2	2	2
Geography	1	2	0	2	1	2	0	2
Economic and political	0	2	0	0	0	2	0	0
Physical and geological	1	0	0	0	1	0	0	0
Romanian	0	0	0	2	0	0	0	2
Mathematics	4	5	6	5	4	3	3	2
Algebra	2	2	0	0	2	1	0	0
Analytical geometry	0	0	2	0	0	0	1	0
Elements of higher algebra	0	0	1	2	0	0	0	1
Elements of mathematical analysis	0	0	3	0	0	0	2	0
Elements of mathematical and mechanical analysis	0	0	0	2	0	0	0	0

Table 5.—Number of hours per week, per subject, in academic lyceums, by grade, 1968–69—Continued

Subject	Grades							
	1	2	3	4	1	2	3	4
	Science section				Humanities section			
Plane geometry	2	0	0	0	2	0	0	0
Solid geometry	0	0	0	0	0	1	0	0
Solid geometry and trigonometry	0	3	0	0	0	0	0	0
Theory of probabilities and statistics	0	0	0	1	0	0	0	1
Trigonometry	0	0	0	0	0	1	0	0
Physics and laboratory work	3	4	4	3	3	3	3	2

SOURCE OF DATA: **Gazeta Învăţământului** (Journal of Education), Bucharest, No. 957, Aug. 20, 1968, p. 2.

and girls work 1 day a week in the fields, in addition to the 2 weeks they spend there during the agricultural season.

The most interesting development in the humanities during the 1960's was the shifting of Russian from a required to an elective course and emphasizing Romanian rather than Russian history and literature.

The new curriculum in schools of general education was implemented beginning with the 1969–70 school year when grade 9 was introduced.[18]

In secondary education, the establishment of specialized lyceums in 1966 and the demand for greater specialization to keep pace with developments in science and technology brought about a series of revisions in the curriculums and syllabuses. The curriculum in specialized lyceums is geared to the particular specialties offered in the major areas of agriculture, economics, health, and industry. In the academic lyceums, the curriculum is divided according to the two basic sections offered, namely, science and humanities. In the 1st-year program, the so-called esthetic subjects, guidance, and physical education are offered in both sections, while mathematics and physics are stressed in the science section. Latin and Romanian language and literature are introduced in the humanities section of grades 2–5 (table 5).[19] A course in "Introduction to World Literature" was first offered in 1967–68.

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[18] The original plan called for introducing grade 9 in 1969–70 to about 40,000 pupils enrolled in approximately 1,200 classes, or to about one-third of the eighth-grade graduates who decided against continuing their studies in either lyceums or vocational schools. Traian Pop, "Debut în învăţămîntul obligatoriu de 10 ani," *op. cit.* The tenth grade was to be introduced in 1970–71. For instructions relating to the introduction of the new curriculum in the 10-year schools, see *Gazeta Învăţământului*, No. 1000, June 20, 1969, p. 2.

[19] In line with the new nationalistic posture of the Romanian Communist regime, the study of Romanian language and literature and the rediscovery of the "positive aspects" of the Romanian historical past have become more important. In spite of continued emphasis on the exact sciences and on those practical subjects deemed vital to the planned economic development of the country, a large number of articles in the 1960's argued for a better understanding of the value and importance of the humanities. See, for example, Dumitru Almaş, "Educaţia umanistă în şcoală"

A novel feature of the new curriculum has been the transferring of courses in the Russian language and in Russian and Soviet literature from required to elective subjects and the deemphasizing of the study of Marxism. The latter is taught primarily within the framework of philosophy and political economy in the junior and senior years. Increasingly, emphasis in the social sciences is placed on the Romanian aspects of Communism, with topics devoted to the history of the Romanian Communist Party, the contributions of the Romanian working class, and the role of socialist Romania in the world Communist movement.[20] Political leaders claim that no conflict exists between the advocacy of "socialist patriotism" and the requirements of "proletarian internationalism."

In spite of the changes made during the 1960's, education specialists in Romania believe that the curriculum of the academic lyceums no longer corresponds either to the trend toward the diversification and specialization of contemporary science, production, and social life in general or to the diversity of interests and aptitudes among students. Under the auspices of the Institute of Pedagogical Sciences an extensive study was undertaken to devise a new curriculum designed to

- organize a larger number of sections,
- assure greater specialization within the sections,
- provide sectional education from the first grade on, and
- introduce elective subjects.

The new plan calls for dividing science into two sections: Mathematics-physics (*secţia matematică-fizică*) and chemistry-biology (*secţia chimie-biologie*).[21] The new curriculum has already been introduced on an experimental basis in a number of the larger academic lyceums.

Syllabuses, like curriculums, are centrally prepared and distributed. Theoretically each and every course has a detailed syllabus (*program*) that is closely coordinated with the textbooks used in particular courses.[22]

(Humanist Education in the School). *Scînteia*, Feb. 19, 1968; "Studiul literaturii romîne în liceu" (The Study of Romanian Literature in the Lyceum). *Gazeta Învăţămîntului*, No. 976, Jan. 3, 1969, p. 3.

[20] The problems involved in teaching the social sciences in elementary and secondary schools have been the subject of numerous articles. Most of these have criticized not only the deficiencies in teaching, but also the irrelevancy of the material covered. See, for example, Vasile Bunescu *and* Vasile Ştefănoiu, "Predarea cunoştinţelor de marxism-leninism în liceu" (The Teaching of Marxism-Leninism in the Lyceum). *Lupta de Clasă* (The Class Struggle), Bucharest, XLVII:3:89–96, Mar. 1967; Mihai Iordanescu, "Ştiinţele sociale în şcoala de cultură generală" (The Social Sciences in the School of General Education), *ibid.*, XLIX:2:97–101, 1969.

[21] "Proiectul planului de învăţămînt pentru liceul de cultură generală" (Draft of the Curriculum for the Academic Lyceums). *Gazeta Învăţămîntului*, No. 986, Mar. 14, 1969, p. 2.

[22] For further details on the curriculums and syllabuses used in Romanian schools, see *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967–1968 School Year*. [Bucharest]: Ministry of Education, June 1968, pp. 75–77.

Textbooks

During the 1960's there were no major changes in the system for preparing and publishing textbooks, a responsibility of the Ministry of Education.

Authors of textbooks are chosen by means of competitions advertised in the leading education journals, including the *Gazeta Învăţământului* (Journal of Education) and *Revista de Pedagogie* (Review of Education). Textbook writers, most of whom are associated either with universities or education institutes (including the Institute of Pedagogical Sciences), follow detailed specifications provided by the Ministry, one of which is that they follow closely the syllabuses used in particular courses. Approved and edited manuscripts are published by the Didactical and Pedagogical Publishing House (*Editura didactică şi pedagogică*). The first edition is, as a rule, limited, since it will be used experimentally in a few carefully selected schools. The definitive edition includes revisions and suggestions made in the course of the experimental use.[23]

Textbooks are distributed free to elementary and day-session secondary school students, as well as to teachers.[24]

Although considerable progress seems to have been made in improving the quality, design, and illustrations of textbooks, criticism of content continues to appear in Romanian education journals and in Party organs. In general, authors are faulted for failing to follow prescribed syllabuses or for not providing a balanced treatment of the subject commensurate with the understanding level of pupils in a particular grade.[25]

Some recent criticism seems to be interrelated with Romania's new posture of nationalism and independence. Among the special targets of critics are textbooks on general and Romanian history and literature, cited for failing to take into account the proper role of the Romanian people or for tending to underestimate some of the important aspects of Romania's historical past. Perhaps the most interesting aspect of this criticism is that, although Romania has had a rich, progressive tradition in the publication of textbooks (including the works of G. A. Dima, Spiru Haret, I. Istrati, St. C. Michăilescu, I. Simionescu, and other

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[23] In 1967–68, for example, 540 textbooks were published to meet the needs of the schools of general education and academic lyceums. Out of a total of about 26 million, 104 textbooks were revised editions, 80 new texts, and the remainder reprints of earlier editions. The specialized lyceums were provided with 90 textbooks in a total edition of about 500,000. *Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967–1968 School Year, op. cit.*, pp. 78–79.

[24] Free distribution of textbooks in schools of general education has been in effect since the 1960–61 school year. It was extended to secondary schools in 1965–66. See Decision No. 767 (Aug. 21, 1965) of the Council of Ministers in *Colecţie de legi, decrete, hotărîri şi dispoziţii* (Collection of Laws, Decrees, Decisions, and Orders), Bucharest, No. IV, 1965, pp. 178–79.

[25] Lucreţia Lustig and Marieta Vidraşcu, "Manualul şcolar între ceea ce este şi ceea ce poată să fie" (The Textbook—What It Is and What It Could Be). *Scînteia Tineretului* (The Spark of Youth), Bucharest, May 29, 1968.

scholarly writers), many texts continue to be translations of Russian works.[26]

Examinations and Grading

Although for a short while Romania followed the Soviet system of examinations and grading,[27] in the 1956–57 school year she reverted to the basic system that had been in existence before the Communist acquisition of power in late 1947.

As in most other countries, student achievement is evaluated on the basis of classroom performance, on results of periodic oral and written examinations, and on general behavior. The latter is particularly stressed in the Communist world where conformity, discipline, and obedience are highly valued. Academic achievement is measured on a scale ranging from "10" through "1," "10" being the highest and "1" the lowest mark. To pass or be promoted, students must receive a mark of at least "5" in all academic subjects and "6" in behavior. Students who receive marks under "5" in three academic subjects or under "6" in behavior must repeat the entire year. Those who receive final grades of "1" through "4" in two academic subjects are designated *corigenţi* (candidates for a second examination) and may take a makeup examination in the subjects immediately prior to the beginning of the subsequent school year. If they fail the makeup examination they must repeat the entire year.

Upon graduation, students in schools of general education and in lyceums receive a certificate of graduation (*certificat de absolvire*). Lyceum graduates who desire to pursue higher education studies must take and pass the so-called maturity or baccalaureate examination (*examen de bacalaureat*).

Signifying completion of the entire elementary-secondary cycle of studies, the baccalaureate examination is offered at two different times. The first or so-called summer session test is normally given during the last 3 weeks of the school year, while the second or fall session test, usually taken by those who either failed or missed the earlier examination, is given just before the beginning of the next academic year.[28] The examination is administered by a commission appointed by the Ministry of Education. It is composed of a president (a university professor or associate professor), a vice president (a secondary school professor teaching in a school other than the one from which a candidate was graduated), and several members chosen from among a

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[26] "Studiu privind dezvoltarea învăţământului de cultură generală," *op. cit.*, p. 2.

[27] The Soviet system of grading, in effect between 1952 and 1956, measured academic achievement according to a scale ranging from "5" to "1." A mark of "5" was considered excellent, "4" good, "3" passing, "2" unsatisfactory, and "1" failure. See Decision No. 1795 of 1952 of the Council of Ministers in *Buletinul Oficial*, No. 47, Sept. 16, 1952.

[28] During the 1968–69 school year, for example, summer session examinations were given between May 26 and June 14 and fall examinations between Aug. 18 and 30. *Gazeta Învăţământului*, No. 965, Oct. 18, 1968, p. 2.

candidate's former teachers.[29] Each commission is in charge of about 50 to 150 graduates from one or several neighboring lyceums. To prepare students for the baccalaureate examination, the last trimester of grade 4 of the lyceum is devoted to a review of material covered during the 4 years of secondary education, with special emphasis on subject matter to be covered in the examination.

Subjects covered in the baccalaureate examination vary according to the section in which a student is enrolled. Those in the science section take a written and oral test in mathematics and Romanian literature and an oral test only in either biology, chemistry, or physics. Students in the humanities section are given a written and oral examination in Romanian literature and in either Latin or a modern language studied from the fifth or sixth grade on, and an oral test only in either biology, the history of Romania, or philsophy and scientific socialism; i.e., Marxism-Leninism.[30]

Students receiving a grade of at least "5" in all subjects receive a baccalaureate diploma (*diploma de bacalaureat*) entitling them to take the competitive examination for admission to an institution of higher learning. Those who fail the examination may apply for a graduation certificate. The baccalaureate diploma issued to graduates of specialized lyceums lists the particular specialty in which a student was trained.[31]

Enrollment

Measured in quantitative terms, Romanian education progressed at a relatively high rate throughout the 1960's, keeping pace not only with the general increase in the school-age population but also with the basic political and educational objectives of the regime. Such an achievement was particularly dramatic when compared with the progress made during 1938–39.[32]

Elementary Education

Available statistical data pertaining to schools of general education [33]

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[29] For the location of the examinations and the commission presidents presiding at the June and Aug. 1968 baccalaureate examinations, see *Scinteia Tineretului,* June 14, 1968, pp. 3–4 and Aug. 14, 1968, p. 4, respectively.

[30] *Gazeta Învăţămîntului,* No. 965, Oct. 18, 1968, p. 2. The baccalaureate examinations given in June 1970 were taken by about 62,000 day session students of the secondary schools of general education. Florica Dinulescu, "Ultimele file ale calendarului şcolar" (The Last Leaf of the School Calendar). *Scinteia,* June 4, 1970, p. 4.

[31] The general and specific topics to be included in baccalaureate examinations covering the four secondary grades are normally published in the fall or during Christmas vacation so that students may plan their review in advance. See, for example, the examination program for 1969 in *Gazeta Învăţămîntului,* No. 975, Dec. 27, 1968, p. 2, and No. 976, Jan. 3, 1969, pp. 2–3. For the 1970 program, see *ibid.,* No. 1014, Oct. 24, 1969, p. 2, and No. 1015, Oct. 31, 1969, pp. 3–4. Students registered in the correspondence courses, like baccalaureate candidates, are informed regarding the material to be covered in their examinations through the educational press. For the 1968–69 material, see *Gazeta Învăţămîntului,* No. 974, Dec. 20, 1968, p. 2.

[32] For statistical data pertaining to 1938–39, consult tables 6 and 7.

[33] Since the 10-year schools of general education began in 1969–70 with grade 9, statistical data in this section refer only to the 8-year schools.

Table 6.—Number of schools, students, graduates, and teachers in day and evening sessions and correspondence courses of schools of general education and academic lyceums, 1938–39, 1948–49, 1950–51, 1955–56, and 1960–61 through 1968–69

[—Indicates that the source did not include figures]

School year	Schools		Students								Graduates		Teachers	
	General elementary	Academic lyceums	Grades 1–8				Grades 9–12				General elementary	Academic lyceums	Grades	
			Total	Day session	Evening session	Correspondence courses	Total	Day session	Evening session	Correspondence courses			1–8	9–12
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1938–39	13,654	211	1,575,477	1,575,477	—	—	29,004	29,004	—	—	17,225	4,200	39,935	5,424
1948–49	14,771	217	1,791,182	1,791,182	—	—	55,020	52,479	2,541	—	55,580	11,495	61,501	3,541
1950–51	15,332	224	1,777,987	1,777,987	—	—	59,903	55,175	4,728	—	81,987	8,339	66,954	3,328
1955–56	15,523	370	1,608,025	1,597,920	1,939	8,166	129,135	81,619	34,317	13,199	106,648	29,269	76,301	7,209
1960–61	15,076	562	2,346,322	2,297,245	20,979	28,098	241,539	141,161	69,331	31,047	182,216	46,550	93,140	10,529
1961–62	15,062	576	2,539,867	2,470,701	42,389	26,777	268,372	168,197	100,175	—	246,202	46,307	98,803	11,984
1962–63	14,982	514	2,694,441	2,609,589	—	84,852	333,606	201,108	75,430	57,068	329,739	55,274	105,861	13,204
1963–64	14,918	551	2,681,719	2,631,023	—	50,696	376,620	252,154	61,881	62,585	(1)	62,266	110,982	14,217
1964–65	14,918	555	2,991,612	2,937,341	—	54,271	329,816	201,118	58,791	69,907	306,652	68,877	122,726	12,563
1965–66	14,965	556	2,987,240	2,931,758	—	55,482	359,836	218,299	69,359	72,178	304,671	78,283	128,253	13,117
1966–67	14,946	567	2,956,293	2,907,943	—	48,350	371,563	216,476	91,175	63,912	306,239	99,553	130,068	13,542
1967–68	14,959	566	2,927,737	2,879,881	—	47,856	340,970	202,398	92,806	45,766	300,730	[2] 25,663	131,235	13,281
1968–69	14,926	568	2,909,423	2,871,816	—	37,607	390,455	261,355	95,825	33,275	—	—	131,948	15,025

[1] There were no graduates.

[2] There were no graduates in the day session.

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1969.** Bucharest: Direcţia Centrală de Statistică, 1970, pp. 578–79.

Table 7.—Number of pupils in day and evening sessions and correspondence courses of schools of general education, by grade, sex, and urban or rural area, 1938–39, 1948–49, 1950–51, 1955–56, and 1960–61 through 1967–68

Grade	Sex	1938–39	1948–49	1950–51	1955–56	1960–61	1961–62	1962–63	1963–64	1964–65	1965–66	1966–67	1967–68
1	2	3	4	5	6	7	8	9	10	11	12	13	14
						Urban and Rural							
1–4	Total	1,456,367	1,506,732	1,378,120	1,189,100	1,516,203	1,527,042	1,561,710	1,574,454	1,575,623	1,552,490	1,493,990	1,444,558
	Boys	752,941	780,950	704,180	610,467	779,679	784,532	801,583	808,732	809,091	797,180	767,277	742,362
	Girls	703,426	725,782	673,940	578,633	736,524	742,510	760,127	765,722	766,533	755,310	726,713	702,196
5–8	Total	119,110	284,450	399,867	413,925	830,119	1,012,825	1,132,731	1,107,265	1,415,989	1,434,750	1,462,303	1,433,179
	Boys	65,570	159,490	218,255	224,860	460,759	556,991	617,166	589,639	747,908	753,522	763,110	774,012
	Girls	53,540	124,960	181,612	189,065	369,360	455,834	515,565	517,626	668,081	681,228	699,193	709,167
9–11 [1]	Total	29,004	55,020	59,903	129,135	241,539	268,372	333,606	376,620	329,816	359,836	371,563	340,970
	Boys	17,170	30,661	31,375	60,052	136,602	148,815	184,380	194,944	172,340	184,85[illegible]	193,440	174,331
	Girls	11,834	24,359	28,528	69,083	104,937	119,557	149,226	181,676	157,476	174,985	178,123	166,639

Urban

1–4	Total	192,881	215,669	218,723	235,829	342,367	369,201	303,840	408,934	409,343	403,465	385,413	374,240
	Boys	98,755	111,955	111,340	119,890	175,163	188,616	201,201	209,411	209,815	206,729	197,616	192,193
	Girls	94,126	103,714	107,383	115,939	167,204	180,585	192,639	199,573	199,528	196,736	187,797	182,047
5–8	Total	51,020	121,876	142,722	155,276	248,953	289,297	332,383	314,907	410,229	433,338	450,915	463,082
	Boys	26,719	63,832	72,739	80,128	136,538	160,035	188,360	170,943	217,908	229,495	235,475	242,098
	Girls	24,301	58,044	69,983	75,148	112,415	129,262	144,023	143,964	192,321	203,843	215,440	220,984
9–11 [1]	Total	28,203	54,667	59,453	122,938	212,505	238,600	294,452	322,909	282,188	305,313	312,193	288,340
	Boys	16,667	30,432	31,128	57,481	118,430	132,398	164,672	170,119	150,237	160,423	166,131	149,220
	Girls	11,536	24,235	28,325	65,457	94,075	106,402	129,780	152,790	131,951	144,890	146,062	137,120

Rural

1–4	Total	1,263,486	1,291,063	1,159,397	953,271	1,173,836	1,157,841	1,167,870	1,165,470	1,166,280	1,149,025	1,108,577	1,070,318
	Boys	654,186	668,995	592,840	490,577	604,516	595,916	600,382	599,321	599,276	590,451	569,661	550,169
	Girls	609,300	622,068	566,557	462,694	569,320	561,925	567,488	566,149	567,004	558,574	538,916	520,149
5–8	Total	68,090	162,574	257,145	258,649	581,166	723,528	800,348	792,358	1,005,760	1,001,412	1,011,388	1,020,097
	Boys	38,851	95,658	145,516	144,732	324,221	395,956	428,806	418,696	530,000	524,027	527,635	531,914
	Girls	29,239	66,916	111,629	113,917	256,945	326,572	371,542	373,662	475,760	477,385	483,753	488,183
9–11 [1]	Total	801	353	450	6,197	29,034	29,572	39,154	53,711	47,628	54,523	59,370	54,630
	Boys	503	229	247	2,571	18,172	16,417	19,708	24,825	22,103	24,428	27,309	25,111
	Girls	298	124	203	3,626	10,862	13,155	19,446	28,886	25,525	30,095	32,061	29,519

[1] The 12th grade was not introduced until the 1968–69 school year.

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1968.** Bucharest: Direcţia Centrală de Statistică, 1969, pp. 546–47.

reveal that elementary education during the 1960's progressed at a somewhat uneven pace. While the number of schools declined from 15,076 in 1960–61 to 14,926 in 1968–69, apparently denoting a merger of smaller institutions with larger ones, enrollment increased from 2,346,322 to 2,909,423. Of the latter, 2,871,816 attended day sessions and 37,607 were enrolled in correspondence courses. During 1964–65, the peak year of enrollment, 2,991,612 attended schools of general education. The teacher-student ratio showed marked improvement: the number of teachers rose from 93,140 in 1960–61 to 131,948 in 1968–69, a percentage increase of 41.6 compared to only a 24 percent pupil-increase during the corresponding years (table 6).

The increase in the number of pupils enrolled in the upper grades of schools of general education has been particularly encouraging. Whereas in 1960–61 the number of pupils enrolled in grades 5 through 8 was 830,119, by 1967–68 [34] it increased to 1,483,179. Another positive development has been the increase in the number of girls attending. In the upper elementary grades in 1960–61 there were 460,759 boys and 369,360 girls; by 1967–68, the number of boys had risen to 774,012 and the number of girls to 709,167. In spite of significant progress in industrialization during the 1960's, the urban-rural ratio in elementary enrollment remained basically the same. Of the total 1960–61 enrollment of 2,346,322, 342,367 and 248,953 were registered in grades 1–4 and 5–8, respectively, of the urban schools, while 1,173,836 and 581,166 were enrolled in corresponding grades in rural schools. In 1967–68, of the 2,927,737 pupils enrolled in schools of general education, 374,240 were registered in grades 1–4 and 463,032 in grades 5–8 of the urban schools, while 1,070,313 were in grades 1–4 and 1,020,097 in grades 5–8 in rural schools (table 7).

Taking the 1968–69 figures as a basis for distribution by county, it follows that the Municipality of Bucharest, the legal status of which is that of a county, and such populous counties as Bacău, Iaşi, Ilfov, and Prahova have relatively more schools, pupils, and teachers than the others (table 8).

Secondary Education

Progress in secondary education is even more impressive than that in elementary education. Although the number of schools of general education increased only from 562 in 1960–61 to 568 in 1968–69, the number of students and teachers rose during the corresponding period from 241,539 and 10,529 to 390,455 and 15,025, respectively. Of the 241,539 students in 1960–61, 141,161 were enrolled in day sessions, 69,331 in evening sessions, and 31,047 in correspondence courses. The 1968–69 enrollment included 261,355 registered in day sessions, 95,825 in evening sessions, and 33,275 in correspondence courses, respectively (table 6).

In terms of distribution by county, more academic lyceums operate

[34] The Romanian statistical yearbook for 1969, which covers the 1968–69 school year, did not include any data relative to the urban-rural distribution of the student population in terms of grades and sex. Table 7, which covers enrollment only to the 1967–68 school year, is taken from the statistical yearbook for 1968.

Table 8.—Number of schools, pupils, and teachers in day and evening sessions and correspondence courses of schools of general education and academic lyceums, by county, 1968–69

County	Schools		Pupils		Teachers	
	General	Academic lyceums	Grades		Grades	
			1–8	9–12	1–8	9–12
Total	14,926	568	2,909,428	390,455	181,948	15,025
Alba	453	13	59,986	8,150	2,881	307
Arad	320	19	53,876	7,448	2,636	316
Argeş	507	14	80,153	13,767	3,775	444
Bacău	644	11	111,393	10,609	4,991	396
Bihor	561	17	82,470	11,271	4,273	485
Bistriţa-Năsăud	311	9	46,085	3,323	2,243	151
Botoşani	448	11	83,752	6,329	3,527	232
Braşov	202	16	59,739	12,325	2,838	468
Brăila	191	10	54,586	6,981	2,116	234
Buzău	514	7	79,050	6,611	3,621	233
Caraş-Severin	278	14	43,413	6,556	2,076	282
Cluj	542	26	91,542	17,494	4,546	711
Constanţa	258	20	77,098	12,842	3,258	495
Covasna	151	6	24,861	2,834	1,361	136
Dîmboviţa	351	11	64,659	7,900	2,935	285
Dolj	439	19	95,509	12,553	4,118	506
Galaţi	259	13	85,922	9,955	3,458	383
Gorj	402	9	47,256	4,883	2,273	227
Harghita	298	15	41,431	5,619	2,132	230
Hunedoara	493	17	63,662	11,191	2,675	419
Ialomiţa	211	7	63,297	5,531	2,608	201
Iaşi	506	16	116,225	10,555	4,776	426
Ilfov	523	12	105,308	8,586	4,743	314
Maramureş	327	11	72,067	7,817	3,377	303
Mehedinţi	352	10	44,909	5,379	2,114	193
Mureş	498	23	90,182	13,098	4,613	536
Neamţ	425	10	85,385	7,468	3,746	269
Olt	387	12	73,744	7,376	3,332	243
Prahova	444	21	105,176	18,219	4,463	671
Satu Mare	281	7	61,414	6,879	3,039	258
Sălaj	323	9	42,067	4,073	2,180	164
Sibiu	217	14	63,072	9,086	2,920	336
Suceava	483	21	97,055	9,755	4,336	377
Teleorman	298	11	68,184	8,084	2,987	295
Timiş	357	25	70,219	11,506	3,450	474
Tulcea	147	7	43,218	3,661	1,762	137
Vaslui	530	11	84,762	6,427	3,694	244
Vîlcea	438	13	58,941	7,259	2,824	240
Vrancea	365	8	60,199	5,401	2,699	179
Bucharest Municipality	192	43	157,556	55,654	6,552	2,219

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1969.** Bucharest: Direcţia Centrală de Statistică, 1970, pp. 578–79.

in the counties, while institutions of higher learning are more prevalent in the cities. Of the 568 academic lyceums in existence during 1968–69, 43 were located in the Municipality of Bucharest, and between 20 and 26 in the counties of Cluj, Constanţa, Mureş, Prahova, Suceava, and Timiş (table 8).

Table 9.—Number of schools, students, and teachers in day and evening sessions and correspondence courses of specialized lyceums, by type, 1966–67 through 1968–69

[—Indicates that the source did not include figures]

Item	1966–67	1967–68	1968–69
Summary			
Lyceums	182	186	191
Students	35,643	61,428	87,619
Teachers	2,119	3,575	4,463
Agricultural			
Lyceums	59	59	60
Students	11,212	16,940	23,464
Teachers	652	1,188	1,207
Economic			
Lyceums	43	42	40
Students	8,762	17,267	25,622
Teachers	438	753	1,099
Health			
Lyceums	—	2	2
Students	—	120	266
Teachers	—	14	36
Industrial			
Lyceums	61	62	63
Students	5,329	13,309	21,336
Teachers	455	881	1,257
Teacher-Training			
Lyceums	19	21	26
Students	10,340	13,792	16,961
Teachers	574	739	864

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1969.** Bucharest: Direcţia Centrală de Statistică, 1970, p. 585.

The geographical distribution of students attending academic lyceums continues to reflect, although to a lesser extent, the imbalance that characterized urban-rural distribution in the past. Total enrollment in rural academic lyceums increased from 29,034 in 1960–61 to 54,630 in 1967–68, while enrollment in urban lyceums rose from 212,505 to 286,340 during the corresponding period. Of the total enrollment of 340,970 in 1967–68, 84 percent of the students attended urban academic lyceums and only 16 percent were enrolled in those in rural areas (table 7). Thus, while the rate of increase was much greater in rural than in urban locations (88.2 percent compared with 34.7 percent), overall enrollment continued to increase significantly.

The number of students and teachers at specialized lyceums established in 1966–67 more than doubled in 1968–69, even though the number of institutions increased only slightly. Starting with 182 schools, 35,643 students, and 2,119 teachers, the system of specialized lyceums in 1968–69 had 191 schools, 87,649 students, and 4,463 teachers. Of these, 26 lyceums with 16,961 students and 864 teachers were engaged in the

Table 10.—Number of schools, students, and teachers in day and evening sessions and correspondence courses of specialized lyceums, by county, 1968–69

[—Indicates that the source did not include figures]

County	Lyceums	Students	Teachers
Total	191	87,649	4,463
Alba	6	2,244	109
Arad	6	3,269	174
Argeş	6	3,402	170
Bacău	4	2,971	150
Bihor	6	3,116	159
Bistriţa-Năsăud	3	587	29
Botoşani	2	859	37
Braşov	4	2,238	107
Brăila	3	1,604	64
Buzău	4	2,420	103
Caraş-Severin	1	119	3
Cluj	8	3,707	198
Constanţa	8	3,618	148
Covasna	1	153	11
Dîmboviţa	3	868	41
Dolj	11	4,457	244
Galaţi	7	3,029	177
Gorj	2	671	32
Harghita	3	754	55
Hunedoara	6	2,726	122
Ialomiţa	2	1,270	57
Iaşi	9	4,426	240
Ilfov	6	2,508	130
Maramureş	4	1,489	72
Mehedinţi	3	1,297	47
Mureş	6	3,034	159
Neamţ	3	1,011	51
Olt	4	1,509	89
Prahova	6	2,613	123
Satu Mare	4	1,928	91
Sălaj	1	1,235	33
Sibiu	8	3,267	239
Suceava	6	2,849	146
Teleorman	5	2,518	105
Timiş	6	2,946	142
Tulcea	(1)	82	—
Vaslui	3	1,791	81
Vîlcea	3	1,582	75
Vrancea	2	548	24
Bucharest Municipality	16	6,943	426

[1] The county of Tulcea has only a school section.

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1969.** Bucharest: Direcţia Centrală de Statistică, 1970, p. 586.

training of kindergarten and lower elementary grade teachers.[35] The remainder were divided among the four major areas of secondary school specialization (table 9):

[35] Although some Romanian sources consider teacher-training lyceums as part of the system of specialized lyceums, this text treats them as part of the teacher-training system described in chapter VII.

	Schools	*Students*	*Teachers*
Agricultural	60	23,464	1,207
Economic	40	25,622	1,099
Health	2	266	36
Industrial	63	21,336	1,257

Approximately 10 percent of the institutions operating in 1968–69 were located in Bucharest. The county of Dolj had 11, Iaşi 9, and the counties of Cluj, Constanţa, and Sibiu 8 each. The remainder were located in the 34 other counties of Romania (table 10).[36]

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[36] For a listing of the specialized lyceums by type and county, see *Indrumător pentru admiterea în liceele de specialitate, op. cit.*, pp. 95–126. An important indication of the general educational advancements in Romania during the 1960's is the fact that by 1967–68 the secondary and vocational schools included about 62 percent of the graduates of schools of general education, compared with only 51.5 percent in 1963–64. "Studiu privind dezvoltarea învăţămîntului de cultură generală," *op. cit.*, p. 2.

V: Vocational and Technical Education

A country bent on quick industrialization and modernization along socialist lines, Romania devoted considerable attention in the 1960's to priority development of vocational and technical education. Leaders saw this type of education as one of the principal means for training a professionally competent force of skilled labor and intermediate technocrats; [1] therefore, it was subjected to a thorough reform in the late 1960's in order to meet the changing needs of agriculture, industry, science, and technology.

Reforms

Fundamental problems relating to developing and updating the vocational and technical system of education were first discussed at the Ninth Congress of the Romanian Communist Party (*Partidul Comunist Român*) in July 1965. In accordance with resolutions adopted at the Congress, a commission of experts was established to study all aspects of the problems and submit reform recommendations.

Operating under the auspices of the Ministry of Education (*Ministerul Învăţămîntului*), the commission completed its study by the end of 1967. The report, after being discussed by the Council of Vocational and Technical Education (*Consiliul învăţămîntului profesional şi tehnic*) of the Ministry,[2] was made public early in February 1968.[3]

It reviewed developments since 1955, the year the system was restructured,[4] and called attention to shortcomings that had persisted despite Party and Government attempts to eliminate them. These included

- failure to sufficiently determine the principles underlying organization and operation of the on-the-job apprenticeship system;

[1] During the decade 1957–67, vocational and technical schools trained about 570,000 skilled workers. *Gazeta învăţămîntului* (Journal of Education), Bucharest, No. 933, Feb. 9, 1968, p. 3.

[2] For abstracted minutes of the Council's discussions on Jan. 12–13, 1968, see *Gazeta Învăţămîntului*, No. 930, Jan. 19, 1968, p. 3.

[3] "Studiu privind dezvoltarea învăţămîntului profesional şi tehnic" (Study on the Development of Vocational and Technical Education). *Gazeta Învăţămîntului*, No. 933, Feb. 9, 1968, pp. 3–4.

[4] See Decision No. 91/1955 as amended by Decision No. 1434/1956 in *Colecţie de legi, decrete, hotărîri şi dispoziţii* (Collection of Laws, Decrees, Decisions, and Orders). Bucharest, No. IV, 1956, pp. 83–98.

- restriction of on-the-job training to small enterprises and craft cooperatives;
- failure to establish vocational education evening sessions to enable gainfully employed skilled workers to acquire theoretical background essential to their jobs; and
- failure to update the training of skilled workers and technicians in accordance with developments in industry, science, and technology.[5]

The reform measures proposed by the commission and subsequently incorporated in the Education Law adopted on May 13, 1968,[6] were designed to

- increase the number of skilled workers, master craftsmen, and technicians[7] to meet current and long-range needs of the economy by using the most suitable forms of training available and by rationally determining the network of schools; and
- raise the level of training of skilled workers, master craftsmen, and technicians by modernizing curriculums, syllabuses, textbooks, and methods; by recruiting stable, well-trained vocational teachers; by better equipping laboratories and workshops; and by improving the system of control and inspection.[8]

Types of Schools

The system of vocational education, as reorganized in 1968, provides for the training of skilled workers in 1) vocational schools (*şcoli profesionale*), 2) on-the-job apprenticeship programs (*ucenicie la locul de muncă*), and 3) qualifying courses (*cursuri de calificare*) organized by industrial and agricultural enterprises.

Technical education, designed to train foremen, master craftsmen, and intermediate technical personnel, is offered in two basic types of schools:[9] 1) technical schools for master craftsmen (*şcoli tehnice de maiştri*) and 2) postsecondary technical schools (*şcoli tehnice postmedii*), also known as schools of postlyceum specialization (*şcoli de specializare postliceală*).

Vocational Schools

Organized within the framework of enterprises operating under the

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[5] "Studiu privind dezvoltarea învăţământului profesional şi tehnic," *op. cit.*

[6] "Legea nr. 11 privind învăţământul în Republica Socialistă România" (Law No. 11 Concerning Education in the Socialist Republic of Romania). *Buletinul Oficial* (Official Bulletin), Bucharest, No. 62, May 13, 1968, pp. 484–505.

[7] In spite of great strides in vocational and technical education, only 20.7 percent of the skilled labor force of Romania at the beginning of 1966 was trained in such schools. The remaining 79.3 percent was trained in on-the-job programs. "Studiu privind dezvoltarea învăţământului profesional şi tehnic," *op. cit.*

[8] *Ibid.*

[9] Technical personnel of intermediate caliber are also trained in specialized lyceums (*licee de specialitate*) and in 2-year special programs offered by universities and institutes of higher education. The latter train so-called junior engineers (*subingineri*) and architectural foremen (*conductori arhitecţi*). For details regarding specialized lyceums, see chapter IV; regarding 2-year programs for junior engineers and architectural foremen see chapter VI.

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jurisdiction of a variety of ministries and central governmental agencies, including the Central Union of Consumer Cooperatives (*Uniunea Centrală a Cooperativelor de Consum*), the Higher Council of Agriculture (*Consiliul Superior al Agriculturii*), the State Waters Committee (*Comitetul de Stat al Apelor*), and the county people's councils (*consiliile populare judeţene*), vocational schools offer 1 to 2 years of training, depending on the complexity of the field. For the complex training of electricians for Diesel and electric engines, aircraft mechanics, and toolmakers, vocational schools offer a 3-year program.[10]

The list of trades to be offered each year and the locations of vocational schools are approved by the Ministry of Education, pursuant to recommendations by central and local governmental organs and agencies operating the schools and in consultation with the State Planning Committee (*Comitetul de Stat al Planificării*), the Ministry of Labor (*Ministerul Muncii*), and the State Committee on Problems of Organization and Wages (*Comitetul de Stat pentru Probleme de Organizare şi Salarizare*).[11]

Admission into vocational school day sessions is theoretically restricted to graduates of schools of general education (*şcoli de cultură generală*) [12] or an equivalent institution, who are under 18 years of age [13] and have successfully completed the requirements for competitive admission examinations. The age limit is waived for students who wish to enroll in the evening sessions of vocational schools. The latter, organized in 1966–67,[14] are usually attended by workers already gainfully employed. The admission examination, which consists of a written and an oral test in mathematics and the Romanian language, covers material studied in elementary grades 5 through 8.

Within 15 days after admission, students and their parents or

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[10] In 1967–68 vocational schools offered training in 232 trades, 175 of which required 3 years and 57, 2 years. With the decision to extend the compulsory education system to 10 years beginning in 1969–70 and in recognition of the need for more realistic training requirements, the duration of day sessions in vocational schools was reduced in most fields by 1 year. "Studiu privind dezvoltarea învăţământului profesional şi tehnic," *op. cit.*, p. 4.

[11] Articles 74–75 of Law No. 11 cited in footnote 6. For a list of vocational schools operating in 1968–69 in the various counties, together with their particular fields of training, see *Indrumător pentru admiterea în şcolile profesionale. Anul şcolar 1968–1969* (Guide to Admission Into the Vocational Schools. School Year 1968–69). Bucharest: Editura Didactică şi Pedagogică *for the* Ministerul Învăţământului, 1968, pp. 21–122. For further details, see V. Alexandrescu and Gh. Ruşitoru, "Pregătirea practică a viitorilor muncitori calificaţi" (The Practical Training of the Future Skilled Workers). *Lupta de Clasă* (The Class Struggle), Bucharest, L:1:63–70, Jan. 1970.

[12] See footnote 1, chapter IV.

[13] The age limit is raised to 25 for those intending to become salesmen in village stores or agricultural mechanics, and to 35 years for prospective forest guards who have completed their military service. *Indrumător pentru admiterea în şcolile profesionale, op. cit.*, p. 13.

[14] The evening vocational education system includes both evening sessions in the regular vocational schools and special evening vocational schools (*şcoli profesionale serale*). See Decision No. 2565 (Nov. 15, 1966) of the Council of Ministers in *Buletinul Oficial*, No. 72, Nov. 19, 1966, p. 526.

guardians sign a contract, the terms of which stipulate that students must work for a given number of years in the enterprise or institution in which they were trained or in any other place to which they might be assigned. Parents or guardians are responsible for repaying the school all money expended in the training and maintenance of students should they leave school before completing their studies, fail to work at the place they were contractually assigned, or leave the work place before expiration of the contractually agreed period.[15]

The vocational school curriculum includes both general and technical subjects, as well as practical training. The latter constitutes 50 percent of the school period in 2-year schools and about 65 percent in 3-year institutions. The 1st year of practical training, which consists of basic initiation into the trades to be mastered, is usually offered in the school; the 2d year, in the workshops or enterprises.[16] In those trades requiring 3 years of training, the entire 3d year is devoted to practical training. General subjects in the curriculum include social and political science, mathematics, and Romanian; required technical courses—chemistry, physics, and technical drawing, etc.—vary according to the requirements of the particular trades taught.[17]

Although vocational schools are terminal in character, graduates may pursue their studies, under certain conditions, in academic lyceums or in technical schools for master craftsmen.

On-the-Job Apprenticeship

Designed for young men and women between the ages of 15 and 18 who have completed their elementary education or its equivalent, the on-the-job apprenticeship system involves training skilled workers in basically the same fields as those offered by the vocational schools. The practical training period is normally from 2 to 3 years, depending on the difficulty or complexity of the particular trade. General and theoretical subjects related to the trade are taught either in the evening sessions of vocational schools or in the evening vocational schools. If no vocational schools offering evening classes are located where an apprenticeship program is available, academic-theoretical subjects are taught either in an intensive day program of from 2 to 3 months during each year of training or in short-term courses (*cursuri de scurtă durată*) in the shops.

Apprentices under 16 years of age work 6 hours a day 6 days a week, or a total of 36 hours, while those above 16 work 8 hours a day, or 48

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[15] *Îndrumător pentru admiterea in şcolile profesionale, op. cit.*, pp. 17–20.

[16] The practical training program for 2d-year students—offered in agricultural and industrial plants—has often been the target of criticism. The most prevalent complaint is that the technical cadres are apparently more concerned with fulfilling production targets assigned to their particular plants than with the training of students. Many cadres, in fact, resent training students because they interfere with the production process, do not handle tools properly, and create discipline problems. See, for example, "Studiu privind dezvoltarea învăţămîntului profesional şi tehnic," *op. cit.*

[17] *Îndrumător pentru admiterea în şcolile profesionale, op. cit.*, pp. 6–8.

hours a week. Time spent in the evening schools counts toward fulfillment of work-day requirements.[18]

Conditions governing admission, registration, training, and postgraduate employment are basically the same as in the vocational schools.[19]

Qualifying Courses

Designed to enable gainfully employed unskilled or semiskilled workers to qualify as skilled workers equal in rank to graduates of vocational schools, qualifying courses are offered by both enterprises and State organizations. Depending upon the complexity of the trade and the amount of theoretical and practical knowledge required, the courses are from 3- to 12-months' duration. With a few exceptions, they are offered in the evening in order to permit workers to remain at their jobs full time. Candidates for the courses are selected by the enterprises, while the trades and the curriculums and programs relating to them are determined by central governmental agencies in charge of the particular enterprises, in cooperation with the Ministry of Education.[20]

Qualifying courses are of two types: 1) grade I (*cursuri de calificare de gradul I*), which qualifies workers for skilled jobs listed in the first category of skills on the pay scale index, and 2) grade II (*cursuri de calificare de gradul II*) for graduates of grade I courses who desire to move to the next or higher category of jobs listed in the index. Graduates of these courses receive a graduation certificate (*certificat de absolvire*); graduates of the grade II courses who have also completed elementary school or its equivalent may take the final vocational school examination, and—if they pass—will receive a vocational school diploma as well.

In addition to the qualifying courses, enterprises may also offer so-called refresher or further-training courses (*cursuri de perfecţionare*) of 1 to 6 months' duration. Theoretically, the teaching examination, and grading system for such courses are identical to those in the vocational schools.[21]

Technical Schools for Master Craftsmen

Since their establishment in 1955–56, technical schools for master craftsmen have trained about 42,000 cadres.[22] Admitting graduates from vocational schools and academic lyceums or equivalent institutions who have spent from 3 to 5 years in production and have completed their

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[18] *Indrumător pentru admiterea în şcolile profesionale, op. cit.*, p. 9.

[19] *Ibid.*, pp. 8–9, 129–37. See also Articles 77–79 of Law No. 11 cited in footnote 6.

[20] Theoretically, the length of courses for the various trades and the curriculums and programs are centrally determined, but they tend to vary from enterprise to enterprise. "Studiu privind dezvoltarea învăţământului profesional şi tehnic," *op. cit.*

[21] Articles 104–17 of Law No. 11 concerning the educational system of Romania cited in footnote 6. See also Decision No. 2105 (Oct. 21, 1969) of the Council of Ministers pertaining to the qualifications and further training of workers and personnel who have completed intermediate training in *Buletinul Oficial*, No. 122, Nov. 6, 1969, pp. 1000–02.

[22] "Studiu privind dezvoltarea învăţământului profesional şi tehnic," *op. cit.*

military service,[23] technical schools for master craftsmen offer programs including both general and technical subjects and practical training of from 1 to 2 years' duration in day sessions and from 2 to 3 years' in evening sessions, depending on the complexity of the particular field.[24]

Candidates are selected from among the best workers who satisfy the aforementioned conditions and are admitted according to the scores they achieve on competitive admission examinations. Upon completion of their studies, graduates are awarded the title of master craftsman (*maistru*) and may work as principal assistants to engineers in production organization and management.

Postsecondary Technical Schools

Destined to be gradually replaced by specialized lyceums and 2-year higher education institutes concerned with training junior engineers and architectural foremen, the postsecondary technical schools are basically the same as the technical schools for technical personnel (*şcoli tehnice pentru personal tehnic*). According to plans adopted in 1968, only a limited number of these schools will continue to operate. They will be concerned with the training of a select group of cadres for specialties requiring a high level of general and specialized knowledge, as well as a high degree of maturity and responsibility. Among the fields listed in the plans are such diverse specialties as the training of aircraft pilots, radio and television technicians, medical assistants, and technicians for electronic computers and for equipment used in atomic physics.[25]

Postsecondary technical schools admit graduates of academic lyceums who possess a baccalaureate diploma (*diplomă de bacalaureat*).[26] The length of training is usually from 1 to 2 years, but in more complex fields, it may be extended to 3 years. Beginning with the 1968–69 school year, these schools have offered evening sessions, and institutions training

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[23] Periodically, the government determines that educational requirements for admission to certain fields can be waived. These fields are usually those for which there is an insufficient number of qualified candidates. In 1965–70, for example, admission requirements were waived in mining, oil-drilling and extraction, and bridge, rail, and road construction. Until the mid-1960's, candidates for admission to technical schools for master craftsmen had to be under 35, but provisions regarding age-limit requirements were abrogated in 1965. See Decision No. 917/1965, republished in June 1967, incorporating Decision No. 1122/1967 and amended in *Buletinul Oficial*, No. 58, June 27, 1967, p. 522.

[24] Originally, technical schools for master craftsmen offered programs of 3 years' duration in day sessions and 4 years' in evening sessions. However, in 1962, the study period for both sessions was reduced by 1 year. When it was noted that from 50 to 70 percent of the general and technical subjects taught in these schools repeated material covered in academic lyceums or vocational schools, the study period was further reduced by 1 year in 1968. "Studiu privind dezvoltarea învăţământului profesional şi tehnic," *op. cit.*

[25] *Ibid.*

[26] For some fields, the baccalaureate diploma requirement is waived, secondary school graduates in possession of the graduation certificate (*certificat de absolvire*) being also admitted.

intermediate specialists in economics have introduced correspondence sections.[27]

Administration and the Educational Process

Operating under the jurisdiction of the ministries, central governmental agencies, or the executive committees of the county people's councils, vocational and technical schools are administered in the same manner as elementary and secondary schools.[28] While the school network and the specialties offered are determined by sponsoring central and local governmental organs, the educational process, including the structure of the school year, the length of recitation periods, the system of examinations and grading, and vacation periods, is determined by the Ministry of Education. On the whole, the educational process in vocational and technical schools is similar to that in the elementary and secondary school system.[29]

Theoretically, students enrolled in day and evening sessions of vocational and technical schools may repeat a year only once; those enrolled in the correspondence sections, twice. Under certain conditions involving, among other things, the passing of differential examinations, graduates of vocational schools may be admitted to academic lyceums and graduates of technical schools for master craftsmen who do not possess a baccalaureate diploma may take the baccalaureate examination. Graduates of postsecondary schools who do possess a baccalaureate diploma may continue their studies in institutions of higher learning.[30]

The supervision and control of vocational and technical schools are the joint responsibility of central and county governmental authorities. At the central level this responsibility is discharged by services (*servicii*) or bureaus (*birouri*) headed by a deputy minister of the ministries operating such schools. At the county level it is fulfilled by inspectors who are both specialists in vocational and technical education and members of the county school inspectorates (*inspectoratele şcolare judeţene*).[31]

Enrollment

In view of the concern by the Party and Government to create an ever-larger pool of professionally competent skilled workers, enrollment in both vocational and technical schools tended to increase during the 1960's at a relatively high rate.

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[27] Decision No. 1945 of Sept. 11, 1968, of the Council of Ministers. *Buletinul Oficial*, No. 123, Sept. 16, 1968, p. 1164. See also "Reţeaua şi profilul şcolilor de specializare postliceală—învăţământul de zi—în cadrul cărora se înfiinţează secţii de învăţământ seral în anul şcolar 1968–1969" (The Network and Character of the Day Session Schools of Post-Lyceum Specialization Within Whose Framework Evening Sections Will Be Organized in the 1968–69 School Year). *Scînteia Tineretului* (The Spark of Youth), Bucharest, Sept. 11, 1968, p. 4.

[28] See pp. 51–52.

[29] See p. 52. See also, for example, "Structura anului şcolar 1969–1970 în învăţământul profesional, tehnic şi liceal de specialitate" (The Structure of the 1969–70 School Year in Vocational and Technical Education and in the Specialized Lyceums). *Gazeta Învăţământului*, No. 1012, Oct. 10, 1969, p. 2.

[30] Articles 89–103 of Law No. 11 cited in footnote 6.

[31] "Studiu privind dezvoltarea învăţământului profesional şi tehnic," *op. cit.*

Table 11.—Number of schools, students, graduates, and teachers in vocational education, by field of training, 1948–49, 1960–61, and 1968–69

[—Indicates that the source did not include figures]

Field of training	Schools			Students			Graduates [1]		Teachers		
	1948–49	1960–61	1968–69	1948–49	1960–61	1968–69	1948–49	1960–61	1948–49	1960–61	1968–69
Total	511	519	415	61,372	127,224	217,955	6,058	30,236	4,314	7,830	11,536
Agriculture and forestry	49	251	128	2,889	35,135	38,893	—	8,860	193	1,790	1,825
Chemistry	16	14	23	1,442	3,667	15,624	88	606	167	278	895
Commerce	19	32	30	1,939	5,151	8,112	310	2,107	95	198	428
Constructions and construction materials	6	28	42	841	12,489	26,691	—	4,195	80	644	1,450
Electric power [illegible]lectrotechnology	9	2	13	1,131	512	7,022	277	106	160	44	319
Food industry	12	3	7	876	458	3,880	—	209	76	18	252
Health	—	—	24	—	—	7,615	—	—	—	—	777
Light industry	29	63	27	2,399	23,071	22,174	—	4,431	362	1,450	1,239
Lumber industry	26	16	12	1,535	3,447	4,218	93	1,173	130	225	207
Metallurgy and machine-building	277	72	58	39,894	32,493	55,442	3,334	6,060	2,199	2,063	2,641
Mining and petroleum	23	16	22	2,376	5,615	12,600	395	1,535	224	299	660
Transport and telecommunications	32	22	28	4,806	5,186	14,737	1,243	954	488	321	762
Other	—	13	1	1,244	—	947	318	—	140	500	81

[1] Graduation figures for 1968–69 were not available when the source of these data was printed. In the 1967–68 school year vocational schools graduated 70,291 students. The number of graduates in the order of the fields of training listed in the table was: 15,596; 4,452; 4,098; 8,245; 2,121; 1,770; 2,957; 7,942; 1,292; 14,421; 3,183, and 3,822.

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1969.** Bucharest: Direcţia Centrală de Statistică, 1970, pp. 580–83.

Vocational Schools

Between 1960 and 1969, enrollment in the various types of vocational schools almost doubled, increasing from 127,224 in 1960–61 to 217,955 in 1968–69. Over 25 percent of all students enrolled in 1968–69 were studying metallurgy and machine-building. The next most popular fields of training in terms of enrollment were agriculture and forestry, with 38,893 students; constructions and construction materials, with 26,691 students; and light industry, with 22,174 students.

The enrollment increase was matched by an increase in the number of graduates. Compared with only 30,236 graduates in 1960–61, the number more than doubled in 1967–68, when 70,291 students were graduated. The number of teachers rose during the corresponding period from 7,830 to 11,536 (table 11).

While the number of students, graduates, and teachers increased during the 1960's, the number of schools actually declined. The decrease, as in the case of schools of general education, resulted from a merger of smaller units with larger ones. An examination of the distribution of these institutions by counties reveals that they are concentrated in the most industrialized parts of the country. Of the 415 vocational schools operating in 1968–69, 30, with 29,682 students, were in Bucharest, and nearly 20 were in the counties of Braşov, Cluj, Dolj, Prahova, and Timiş (table 12).

Technical Schools

Enrollment in the various types of technical schools, as in vocational schools, tended to increase at a relatively high rate during the 1960's. The system of technical education for master craftsmen expanded from 86 institutions, with an enrollment of 13,344 (8,852 in the day session) in 1960–61, to 141 schools, with a student body of 17,193 (10,244 in the day session) in 1968–69. The number of graduates almost doubled during the corresponding period, increasing from 3,355 in 1961 to 6,464 in 1967.[32]

The combined number of schools for technical personnel and postsecondary technical schools increased from 160 institutions, with an enrollment of 28,868 (of which 27,538 were in the day sessions) in 1960–61 to 226 schools, with a total enrollment of 37,014 (of which 32,354 were in day sessions) in 1968–69. A total of 7,727 students were graduated in 1961 and 16,191 in 1967.[33]

Of the 367 technical schools operating in 1968–69, 164 were postsecondary specialized schools, 141 technical schools for master craftsmen, and 62 technical schools for technical personnel. The majority were

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[32] *Anuarul statistic al Republicii Socialiste România, 1969* (Statistical Year Book of the Socialist Republic of Romania, 1969). Bucharest: Direcţia Centrală de Statistică [1970], p. 591. For the number of schools, students, and graduates in 1955–56 and from 1960–61 through 1968–69, by fields of training for master craftsmen, see *ibid.*, pp. 591–93.

[33] *Ibid.*, p. 588. For the number of schools, students, and graduates in technical schools for technical personnel and postsecondary technical schools in 1955–56 and from 1960–61 through 1968–69, by fields of training, see *ibid.*, pp. 588–91.

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in the Municipality of Bucharest (42) and in the industrially advanced counties: Braşov (17), Cluj (19), Dolj (20), Prahova (20), Sibiu (20), and Timiş (16) (table 13).

Table 12.—Number of schools, students, and teachers in day and evening sessions of vocational education, by county, 1968–69

County	Schools	Students	Teachers
Total	415	217,955	11,536
Alba	11	5,094	304
Arad	13	6,090	350
Argeş	14	6,774	295
Bacău	9	5,228	364
Bihor	15	4,863	323
Bistriţa-Năsăud	4	1,149	78
Botoşani	5	1,457	78
Braşov	20	13,144	655
Brăila	10	5,197	230
Buzău	8	2,359	103
Caraş-Severin	8	4,920	204
Cluj	17	10,800	600
Constanţa	16	5,693	336
Covasna	5	1,570	99
Dîmboviţa	9	4,699	267
Dolj	18	9,513	506
Galaţi	10	5,704	326
Gorj	3	1,869	101
Harghita	6	2,836	149
Hunedoara	11	6,086	365
Ialomiţa	6	2,056	91
Iaşi	15	8,797	419
Ilfov	15	4,709	245
Maramureş	3	1,417	97
Mehedinţi	6	1,984	100
Mureş	14	6,181	464
Neamţ	9	4,631	262
Olt	7	3,364	131
Prahova	19	10,840	459
Satu Mare	8	3,535	189
Sălaj	4	1,367	52
Sibiu	15	9,121	467
Suceava	8	3,690	229
Teleorman	6	2,778	136
Timiş	18	10,553	567
Tulcea	4	1,487	81
Vaslui	5	2,349	92
Vîlcea	6	2,323	149
Vrancea	5	2,076	97
Bucharest Municipality	30	29,682	1,476

SOURCE OF DATA: Anuarul statistic al Republicii Socialiste România, 1969. Bucharest: Direcţia Centrală de Statistică, 1970, p. 584.

Table 13.—Number of schools, students, and teachers in day and evening sessions and correspondence courses of technical schools for technical personnel, postsecondary specialized schools, and schools for master craftsmen, by county, 1968–69

[—Indicates that the source did not include figures]

County	Schools				Students				Teachers			
	Total	Technical schools for technical personnel	Post-secondary specialized schools	Schools for master craftsmen	Total	Technical schools for technical personnel	Post-secondary specialized schools	Schools for master craftsmen	Total	Technical schools for technical personnel	Post-secondary specialized schools	Schools for master craftsmen
1	2	3	4	5	6	7	8	9	10	11	12	13
Total	367	62	164	141	54,207	5,902	31,112	17,198	2,678	163	1,741	769
Alba	9	3	2	4	925	254	248	423	12	7	—	5
Arad	9	3	4	2	1,447	144	1,181	122	58	2	56	—
Argeş	14	—	8	6	1,464	—	1,063	401	117	—	82	35
Bacău	7	—	3	4	942	—	488	454	30	—	30	—
Bihor	8	2	3	3	1,779	443	861	475	109	15	74	20
Bistriţa-Năsăud	4	2	1	1	416	260	107	49	21	21	—	—
Botoşani	4	1	2	1	617	93	332	192	29	6	9	14
Braşov	17	—	8	9	2,650	—	1,658	992	141	—	79	62
Braila	11	2	5	4	1,297	219	727	351	60	2	39	19
Buzău	5	3	1	1	586	354	123	109	33	8	20	5
Caraş-Severin	3	—	1	2	554	—	305	249	34	—	13	21
Cluj	19	1	11	7	2,778	107	2,145	526	84	—	84	—
Constanta	11	3	5	3	1,332	513	548	271	97	18	63	16
Covasna	1	1	(1)	—	50	22	28	—	6	—	6	—
Dîmboviţa	6	1	2	3	780	113	249	418	34	—	5	29
Dolj	20	3	8	9	2,564	215	1,429	920	155	2	96	57
Galaţi	10	1	5	4	1,489	113	890	486	47	—	47	—
Gorj	3	—	—	3	236	—	—	236	17	—	—	17
Harghita	3	1	2	—	158	61	97	—	9	1	8	—
Hunedoara	14	—	7	7	2,181	—	1,103	1,078	156	—	71	85
Ialomiţa	2	1	—	1	346	180	—	166	8	3	—	5
Iaşi	14	3	8	3	1,578	197	1,145	236	57	2	47	8

Table 13.—Number of school, students, and teachers in day and evening sessions and correspondence courses of technical schools for technical personnel, postsecondary specialized schools, and schools for master craftsmen, by county, 1968–69—Continued
[—Indicates that the source did not include figures]

County	Schools				Students				Teachers			
	Total	Technical schools for technical personnel	Post-secondary specialized schools	Schools for master craftsmen	Total	Technical schools for technical personnel	Post-secondary specialized schools	Schools for master craftsmen	Total	Technical schools for technical personnel	Post-secondary specialized schools	Schools for master craftsmen
1	2	3	4	5	6	7	8	9	10	11	12	13
Ilfov	10	3	3	4	738	253	292	193	10	—	—	10
Maramureş	7	—	4	3	934	—	640	294	70	—	51	19
Mehedinţi	2	1	1	—	140	38	102	—	15	—	15	—
Mureş	12	1	7	4	1,780	64	1,407	309	49	—	28	21
Neamţ	8	2	3	3	552	187	248	117	24	—	24	—
Olt	5	4	—	1	656	396	—	260	26	26	—	—
Prahova	20	1	10	9	2,488	26	1,301	1,161	199	—	98	101
Satu Mare	4	1	2	1	445	77	333	35	45	25	20	—
Sălaj	1	1	—	—	126	126	—	—	—	—	—	—
Sibiu	20	2	9	9	2,017	162	950	905	79	—	59	20
Suceava	10	2	4	4	643	73	337	233	7	—	5	2
Teleorman	5	2	1	2	688	79	55	554	9	2	3	4
Timiş	16	4	6	6	1,931	194	1,211	526	51	4	38	9
Vaslui	2	2	—	—	185	185	—	—	12	12	—	—
Vîlcea	7	2	3	2	920	488	215	217	8	1	3	4
Vrancea	2	2	—	—	65	65	—	—	1	1	—	—
Bucharest Municipality	42	1	25	16	13,730	201	9,294	4,235	754	5	568	181

[1] The county of Covasna has only a section of postsecondary specialized school.

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1969.** Bucharest: Direcţia Centrală de Statistică, 1970, p. 594–95.

VI: Higher Education

The Communist regime, to insure the industrialization and modernization of Romania in a relatively short period of time, assigned a very important, if not determinant role to higher education. Designed to train an ever-larger corps of highly skilled scientific and technical personnel ideologically and politically responsive to the changing requirements of the Party and Government, higher education was subjected to a thorough review during the 1960's. Reform measures introduced as a result of that review were designed to overcome some of the consequences of the adoption of the Soviet model of education in the late 1940's and to make higher education more effective in implementing Romania's new nationalist program on a socialist basis.

Reforms of the 1960's

Following a successful defiance of Soviet economic integration plans and a subsequent "declaration of independence" in April 1964,[1] the Romanian Communist Party (*Partidul Comunist Român*) devoted increasing attention to reforming higher education.

Although the question of improving political-ideological work among students remained a constant concern of the Party,[2] the rediscovery of the positive aspects of the Romanian higher educational tradition and the improvement of the scientific and technical performance of institutions of higher learning came to dominate the interests of education and political leaders alike.[3]

The impetus for reinvigorating Romanian higher education was pro-

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[1] See p. 4.

[2] See, for example, I. Mitran, "Munca politico-ideologică în învăţământul superior" (Political-Ideological Work in Higher Education). *Lupta de Clasă* (The Class Struggle), Bucharest, XLIV:6:24–39, June 1964; Leonte Răutu, "Probleme actuale în domeniul pregătirii cadrelor şi perfecţionării învăţământului" (Current Problems Relating to the Training of Cadres and the Improvement of Education). *Ibid.*, XLIX: 10:45ff., Oct. 1969.

[3] Concern for improving the technical-economic performance of institutions of higher learning was forcefully expressed, for example, by Jean Livescu, rector of the University of Bucharest. See his article, "Perspectivele învăţământului superior" (The Prospects of Higher Education). *Lupta de Clasă*, XLV:7:76–87, July 1965.

vided by the Ninth Congress of the Romanian Communist Party,[4] which met in July 1965. In accordance with its resolutions, a study was undertaken under the auspices of the Ministry of Education (*Ministerul Învăţământului*) to investigate problems relating to further development of higher education.

The study, published in July 1967,[5] included not only a critical evaluation of higher education as it had operated since 1948 but reflected the new educational objectives and political aspirations of the Romanian Communist leadership headed by President Nicolae Ceauşescu.

Many of the shortcomings of higher education[6] were traced to a tendency during the Stalinist era to emulate Soviet education while ignoring or underestimating the positive features and achievements of the technologically more advanced Western countries and neglecting the progressive traditions of the Romanian educational system. To improve higher education,[7] it was recommended that there be a gradual downgrading of Soviet influence, an assertion of the positive features of the Romanian educational experience, and the possible emulation of educational standards adhered to by technologically and economically more advanced Western countries.

Some aspects of these recommendations were adopted in the 1960's. For example, the Romanian grading system was reintroduced and the curriculum was drastically revised, especially with respect to requirements relating to Russian and the social sciences. These changes, together with major reforms relating to the administration of higher education, were incorporated in the Education Law of 1968.

Organization and Structure

The Romanian system of higher education underwent no fundamental organizational-structural changes during the 1960's. While a few new institutions were established and others eliminated or consolidated to meet the changing needs of the country's economic and social development, higher educational institutions continue to operate under the same structural pattern followed in the past—under the auspices and general supervision of the Ministry of Education.

As in the Western world, each institution of higher learning is divided into schools or faculties (*facultăţi*), which, in turn, are divided into

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[4] The need for updating education was reflected in Nicolae Ceauşescu's report to the Congress. For text, see *Congresul al IX-lea al Partidului Comunist Român* (The Ninth Congress of the Romanian Communist Party). Bucharest: Editura Politică, 1965, pp. 21–104. For the English text, see *Report to the Ninth Congress of the Rumanian Communist Party*. Bucharest: Meridiane Publishing House, 1965, 122 pp.

[5] "Studiu privind dezvoltarea învăţământului superior" (Study Concerning the Development of Higher Education). *Revista Învăţământului Superior* (Review of Higher Education), Bucharest, IX:8:3–22, Aug. 1967.

[6] See pp. 12–13.

[7] See pp. 13–14.

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departments (*catedre*). Some departments operate with special sections or chairs (*secţii*).[8]

During the 1968–69 academic year, Romania had 47 institutions of higher learning with 187 faculties, compared to 131 faculties in 1960–61 (table 14). The increase of 56 faculties reflected not only a doubling of the student body—from 71,989 to 147,637 during the corresponding period—but also organizational-structural changes that incorporated developments in science and technology and met the changing needs of the socialist economy and culture. The overwhelming majority of these faculties continue, as in the past, to be concentrated in the four older university centers. In 1968–69, Bucharest had 56 faculties; Cluj, 25; Iaşi, 29; and Timişoara, 22 (table 14). The faculties, like the institutions of higher learning themselves, are established by order of the Council of Ministers (*Consiliul de Miniştri*).

One of the organizational changes recommended in the 1967 study prepared by the Ministry of Education and incorporated in the Education Law of May 13, 1968,[9] involved establishing, within the framework of the technical and polytechnical institutions of higher learning, special sections offering programs of 2 to 3 years' duration to train junior engineers (*subingineri*) and achitectural foremen (*conductori arhitecţi*). It is envisioned that persons completing these programs will occupy intermediate technical positions between those of full-fledged engineers and technicians and master craftsmen.[10]

With the exception of the medical-pharmaceutical and veterinary-medicine faculties who teach only during day sessions, Romanian institutions of higher learning offer day and evening sessions, as well as correspondence courses. During the postwar period, the overwhelming majority of students attended day sessions. In 1968–69, for example, out of a total enrollment of 147,637 students, 102,507 attended the day sessions, 6,197 the evening sessions, and 38,933 took correspondence courses (table 15).

The number of years of study varies from specialty to specialty, ranging from 3 to 6 years.[11] The specialties offered during a given period and the number of students admitted to a specific area of specialization are determined by the Ministry of Education, with ultimate decisionmaking power vested in the Council of Ministers.

In determining yearly higher education quotas, the Ministry of Education acts on the basis of its own studies and on the recommendations of other interested ministries and central governmental organizations,

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[8] In terms of the American system of higher education, Romanian schools or faculties are more like departments. The Romanian universities, for example, have separate schools of Biology, Chemistry, Economics, Philosophy, Philology, etc. (appendix B), fields in American universities which are normally offered under the auspices of one school; e.g., School of Arts and Sciences. What Romanians call departments are basically equivalent in America to disciplines; sections correspond to programs in the United States.

[9] "Lege[illegible]privind învăţămîntul în Republica Socialistă România" (Law No. 11 Con[illegible]ation in the Socialist Republic of Romania). *Buletinul Oficial* (Official [illegible]ucharest, No. 62, May 13, 1968, pp. 484–505.

[10] For deta[illegible]on junior engineers and architectural foremen, see p. 93.

[11] See appendix B.

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including the State Planning Committee (*Comitetul de Stat al Planificării*).

Administration

The worldwide student protest movements of the late 1960's found only an indirect response in Romania. The idea of participatory democracy and its underlying theme of decisionmaking power being shared by the administration, the faculty, and the students could not, of course, infect the politically and ideologically isolated and controlled students of Romania as it did their counterparts in the West. However, its portent was clearly discerned by Party and governmental authorities, who took the initiative and instituted certain reforms in the administration of institutions of higher learning.

Although the *essentials* of control and supervision have remained basically the same, with ultimate authority continuing to be vested in the Party-controlled governmental and educational agencies, the *forms* of administration have undergone considerable changes. The reform measures instituted in 1968 have affected the role and competence of faculty councils, the position of rectors, the composition of schools, and the role of executive officers.

The Faculty Council

In accordance with the provisions of Articles 128–38 of the 1968 Education Law and the Regulation relating to their implementation,[12] the administration of institutions of higher learning is entrusted to a faculty council (*consiliu profesoral*), which, in the case of universities and other large institutions, is known as the senate (*senat*).

Incorporating the principle of collective leadership combined with individual responsibility, the faculty council (or senate) of an institution is composed of the rector (president or chancellor) who acts as its head; deputy rectors (*prorectorii*); deans (*decanii*) of the various schools; two to four representatives from each school, elected for 4 years by the school faculty council; and one delegate each from the Romanian Communist Party, the Union of Communist Youth (*Uniunea Tineretului Comunist*—UTM), the teachers' union, and the student associations.

Each institution's faculty council has clearly defined functions, including the

- administration and supervision of the educational process in accordance with Ministry of Education directives;
- approval of curriculum changes by school faculty councils;
- general supervision of the curriculum and program, with the objective of assuring the inclusion of the latest achievements in science

[12] "Regulament de funcţionare a consiliilor profesorale din învăţămîntul superior" (Regulation on the Operation of the Faculty Councils in Higher Education). *Gazeta Învăţămîntului* (Journal of Education), Bucharest, No. 972, Dec. 6, 1968, p. 2. (Referred to hereafter as Regulament.)

and technology, satisfying the requirements of the economy, and interpreting subject-matter in accordance with the principles of dialectical and historical materialism;
- establishment of conditions for effective implementation of the educational process and efficient operation of student homes and canteens;
- preparation of the institution's research plan, distribution of research funds, and supervision of scientific progress;
- elaboration of the plan for the publication of textbooks;
- determination of the teaching load and general functions of teachers;
- appointment of the department chairmen (*şefi de catedre*) in accordance with the proposals of faculty councils and the approval of the Ministry of Education;
- expulsion and reinstatement of students; and
- approval and administration of the institution's budget.[13]

Between sessions of the faculty council, the management of an institution is entrusted to a bureau (*birou*) composed of the rector, deputy rectors, the scientific secretary (*secretarul ştiinţific*), and a representative of the Romanian Communist Party. The principle of collective leadership notwithstanding, the day-to-day operation of an institution remains the primary responsibility of the rector.

The Rector. Subject to appointment and dismissal by the Minister of Education, the rector represents the institution in its relations with organizations and individuals and is chiefly responsible for implementing the decisions of the faculty council. Under Article 136 of the Education Law of 1968, he is selected by the faculty council or senate from a slate of three members of the faculty and appointed by the Minister of Education for a period of 4 years.[14]

The powers of the rector include the appointment and dismissal of lecturers, assistants, and administrative personnel; the registration, expulsion, and reinstatement of students; the issuance of transcripts; and the supervision of student hostels and canteens. The rector is also empowered to confer scientific titles and confirm decisions of the doctoral commissions. In the performance of his functions, he may be assisted by one or several deputy rectors who are also subject to appointment and dismissal by the Minister of Education.[15]

The Scientific Secretary. Elected from members of the faculty council, the scientific secretary is primarily responsible for implementing the decisions of the council and bureau; preparing and distributing documents to be discussed by the council and bureau; completing the

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[13] Article 6 of the Regulation. See also Article 131 of Education Law No. 11 cited in footnote 9.

[14] For the list of the rectors who headed institutions of higher learning during the 1968–69 academic year, see "Rectorii instituţiilor de învăţămînt superior" (The Rectors of the Institutions of Higher Learning). *Revista Învăţămîntului Superior,* X:10:95–96, Oct. 1968.

[15] Articles 133–37 of the Education Law of 1968.

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Table 14.—Number of students and faculties in day and evening sessions and correspondence courses of institutions of higher learning, by city, 1938–39, 1948–49, 1950–51, 1955–56, and 1960–61 through 1968–69

[—Indicates that the source did not include figures]

City	Faculties and students	1938–39	1948–49	1950–51	1955–56	1960–61	1961–62	1962–63	1963–64	1964–65	1965–66	1966–67	1967–68	1968–69
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	Faculties	33	129	136	127	131	151	165	171	178	183	181	185	187
	Students	26,489	48,676	53,007	77,633	71,989	83,749	98,929	112,611	123,284	130,614	136,948	141,589	147,637
Arad	Faculties	—	2	2	1	—	—	—	—	—	—	—	—	—
	Students	—	178	637	415	—	—	—	—	—	—	—	—	—
Bacău	Faculties	—	—	—	—	—	3	3	3	5	5	5	5	5
	Students	—	—	—	—	—	166	314	569	769	1,069	1,324	1,589	1,754
Baia-Mare	Faculties	—	—	—	—	—	3	3	3	3	3	3	3	3
	Students	—	—	—	—	—	145	460	794	913	997	1,048	1,252	1,338
Brad	Faculties	—	1	1	—	—	—	—	—	—	—	—	—	—
	Students	—	112	204	—	—	—	—	—	—	—	—	—	—
Braşov	Faculties	—	2	2	5	6	6	6	6	7	7	7	7	7
	Students	—	1,482	913	3,477	2,593	2,971	3,652	4,193	4,832	5,287	5,475	5,488	5,383
Bucharest	Faculties	13	44	54	61	48	50	51	53	54	55	55	57	56
	Students	17,791	28,423	29,619	44,352	36,259	41,486	48,280	53,148	57,073	60,361	63,211	63,469	65,448
Cîmpulung-Moldovenesc	Faculties	—	2	1	—	—	—	—	—	—	—	—	—	—
	Students	—	183	268	—	—	—	—	—	—	—	—	—	—
Cluj	Faculties	7	32	31	23	22	24	26	26	27	27	25	25	25
	Students	4,142	8,365	9,143	10,893	11,967	12,979	14,625	16,017	16,982	17,611	18,328	19,530	20,953

Constanţa	Faculties	—	1	1	—	—	4	4	4	4	4	4	4	4
	Students	—	119	262	—	—	188	389	786	991	1,241	1,259	1,540	1,616
Craiova	Faculties	—	2	2	3	6	7	7	7	7	7	9	9	9
	Students	—	374	1,005	1,741	2,030	2,393	1,691	2,030	2,446	2,670	2,997	3,764	4,305
Galaţi	Faculties	—	1	1	4	6	6	6	6	6	6	6	6	6
	Students	—	147	254	1,706	1,529	1,959	2,183	2,680	2,998	3,225	3,367	3,412	3,375
Iaşi	Faculties	11	22	23	16	21	23	28	28	28	30	28	28	29
	Students	4,093	4,665	5,402	8,479	10,174	12,039	14,717	17,096	18,587	19,440	20,665	21,871	23,174
Oradea	Faculties	—	—	—	—	—	—	—	2	4	4	4	4	4
	Students	—	—	—	—	—	—	—	170	460	795	938	1,062	1,180
Petroşeni	Faculties	—	1	1	1	2	2	2	2	2	2	2	2	2
	Students	—	132	236	520	919	1,213	1,472	1,647	1,830	1,782	1,663	1,319	1,269
Piteşti	Faculties	—	—	—	—	—	—	3	3	3	3	3	3	3
	Students	—	—	—	—	—	—	170	387	586	598	571	527	515
Ploieşti	Faculties	—	—	—	—	—	—	—	—	—	—	—	1	1
	Students	—	—	—	—	—	—	—	—	—	—	—	54	176
Suceava	Faculties	—	—	—	—	—	—	—	2	2	2	2	2	2
	Students	—	—	—	—	—	—	—	127	305	474	609	778	912
Timişoara	Faculties	2	14	12	9	15	16	19	19	19	20	20	21	22
	Students	463	3,655	4,137	4,950	5,639	7,137	9,340	10,831	12,029	12,537	13,080	13,536	13,834
Tîrgu-Mureş	Faculties	—	5	5	4	5	7	7	7	7	8	8	8	8
	Students	—	841	927	1,100	879	1,073	1,636	2,136	2,483	2,527	2,403	2,398	2,405

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1969.** Bucharest: Direcţia Centrală de Statistică, 1970, pp. 602–05.

files of candidates being considered for appointment, promotion, or receipt of higher degrees; and taking minutes and preserving records.[16]

The Faculty

The number of faculties or schools varies according to the size and type of institution. In accordance with Articles 139–40 of the Education Law of 1968, each faculty is supervised by a school faculty council (*consiliul profesoral al facultăţii*) composed of the dean, who acts as its head, assistant deans (*prodecanii*), department chairmen, professors and associate professors (*conferenţiari*) appointed by the faculty council of the institution on the recommendation of the dean, and representatives of the Romanian Communist Party.

Under the law, the school faculty council is entrusted with [17]

- implementing and supervising the educational process in various departments and sections of the school;
- revising syllabuses;
- supervising competitions for filling positions of professor and associate professor;
- appointing, based on competitive examinations, and promoting lecturers (*lectori*); and
- approving decisions made by the commissions for the awarding of the doctor-docent-in-science degree (*doctor docent în ştiinţe*).[18]

The school faculty council meets in ordinary sessions once a month and in extraordinary sessions whenever circumstances require it to do so. In addition to statutory members, the council's sessions are also attended by representatives of the teachers' union, student associations, and the Union of Communist Youth. Between sessions, the school faculty council is represented by a bureau composed of the dean, assistant deans, and the scientific secretary.

The Dean. From an operational point of view, the school is under the direct control of the dean, who, like the rector, is appointed by the Minister of Education for a period of 4 years.[19] He is responsible for the educational-scientific process within a particular school and represents that school in its dealings with organizations and individuals.

In addition to the aforementioned functions, the dean is also entrusted with implementing decisions of the school faculty council and is empowered to take disciplinary action against students, short of expulsion. He is assisted in fulfilling these tasks by one or several assistant deans appointed by the rector on the recommendation of the dean in consultation with the school faculty council.[20]

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[16] Article 26 of the Regulation.

[17] Article 9 of the Regulation and Article 142 of the 1968 Education Law.

[18] For details on the doctor-docent-in-science degree, see pp. 102–03.

[19] For a list of the deans and of the faculties they headed during the 1968–69 academic year, see "Decanii facultăţilor din cadrul instituţiilor de învăţămînt superior" (The Deans of the Faculties of the Institutions of Higher Learning). *Revista Învăţămîntului Superior,* X:11:97–102, Nov. 1968.

[20] Articles 144–47 of the Education Law of 1968.

The Department

The number of departments varies from school to school, but each is composed of the instructional and scientific staff working in a particular field or in a number of related fields and is headed by a department chairman (*şef de catedră*). The chairman, with the approval of the Minister of Education, is appointed by the faculty council of the institution, on the recommendation of the school faculty council, from members of the department.

Types of Institutions

As reorganized in the late 1960's, Romanian institutions of higher learning are grouped according to the following eight major types of higher education: 1) university (*învăţământul universitar*), 2) higher technical (*învăţământul superior tehnic*), 3) higher agronomic (*învăţământul superior agronomic*), 4) higher economic (*învăţământul superior economic*), 5) higher medical-pharmaceutical (*învăţământul superior de medicină şi farmacie*), 6) higher art (*învăţământul superior de artă*), 7) higher physical (*învăţământul superior de cultură fizică*), and 8) higher teacher-training (*învăţământul superior pedagogic*).[21]

During the 1968–69 academic year the 47 institutions of higher learning were located in 16 cities, whereas in 1960–61 there were only 38 institutions in 9 cities. As in the past, most institutions, and especially the most prestigious ones, continue to function in the university centers of Bucharest, Cluj, Iaşi, and Timişoara (table 14).

Universities

The most prestigious institutions of higher learning in Romania are the universities. With the founding of the University of Timişoara in 1962 and the University of Craiova in 1965,[22] the total rose to five. The three older and larger universities—the University of Bucharest (formerly known as the C. I. Parhon University of Bucharest),[23] the Babeş-Bolyai University of Cluj,[24] and the Alexandru Ioan Cuza University of

[21] The higher teacher-training system is discussed in chapter VII.

[22] The University of Craiova was formerly the Agronomic Institute of Craiova (*Institutul Agronomic din Craiova*). See Decision No. 894 of the Central Committee of the Romanian Communist Party and the Council of Ministers in *Colecţie de legi, decrete, hotărîri şi dispoziţii* (Collection of Laws, Decrees, Decisions, and Orders), Bucharest, No. V, 1965, pp. 49–50.

[23] The University of Bucharest, founded in 1864, was renamed after World War II for the noted Romanian endocrinologist. For the historical background of this institution, see Gh. Mihoc, "Universitatea din Bucureşti la împlinirea unui veac de existenţă" (The University of Bucharest at Its Centenary). *Lupta de Clasă*, XLIV: 10:25–35, Oct. 1964.

[24] The Babeş-Bolyai University of Cluj was established in the spring of 1959 through a merger of the Romanian Victor Babeş University (formerly Ferdinand University, founded in 1919) with the Bolyai University, founded in 1944 after Romania's extrication from the Axis Alliance to serve students of Hungarian background. The amalgamation can be traced to the consequences of the Hungarian Revolution of Oct.–Nov. 1956. See also Ştefan Pascu, "Cinci decenii de învăţămînt universitar în limba română la Cluj" (Five Decades of University Education in the Romanian Language in Cluj). *Forum*, Bucharest, XI:9:39–50, Sept. 1969.

Iaşi [25]—continue to dominate the academic scene, as shown in the following tabulation based on 1969–70 figures: [26]

University	*Faculties*	*Students*	*Teachers*
Bucharest	12	21,903	1,270
Cluj	8	9,497	743
Craiova	7	3,202	300
Iaşi	8	12,637	(1)
Timişoara	11[2]	3,031	456

[1] Sources used for the tabulation did not include figures.

[2] Sources disagree on the number of faculties at the University of Timişoara: *The World of Learning* lists 11, while the Romanian source cites only 3.

The number of years of required study in the universities varies from 4 years in the school of economics to 5 years in all other schools. (See appendix B for a list of universities and their schools.) The length of university training has been criticized in recent years in view of the fact that most graduates are employed either in State administration or in the elementary, secondary, and vocational education system. Under the new plan proposed by the Ministry of Education, the training period for students planning to enter the latter fields will be reduced to 4 years and in the other fields to 4½ years.[27]

Higher Technical Education

The ambitious economic plans adopted by the Party and Government to industrialize and modernize the country required that priority attention be devoted to technical institutions of higher learning. Although the total number of technical and polytechnical institutes remained constant throughout the 1960's,[28] a series of changes were made in their organization and programs. In accordance with the drive for a more effective specialization program to keep pace with developments in science and technology and for accelerated training of specialists to meet the increasing demands of the economy, the number of faculties has been increased, while both the number of specialties [29]

[25] The Alexandru Ioan Cuza University of Iaşi was founded in 1860. For highlights on its historical background, see Ion Creangă, "Retrospective şi perspective ale universităţii ieşene" (Retrospects and Prospects of the University of Iaşi). *Forum,* XI: 9:10–12, Sept. 1969.

[26] The tabulation is based on figures culled from the following two sources: *The World of Learning 1969–70.* 20th ed. London: Europa Publications Limited [1970], pp 1094–96; and *Revista Învăţământului Superior,* X:11:97–102, Nov. 1968.

[27] "Studiu privind dezvoltarea învăţământului superior," *op. cit.* p. 8.

[28] During the 1968–69 academic year, as during 1959–60, there were 11 technical and polytechnical institutes in operation. However, during the interim period one institution—the Gh. Gheorghiu-Dej Institute of Railways of Bucharest (*Institutul de Căi Ferate Gh. Gheorghiu-Dej din Bucureşti*)—ceased to operate, and a new one, the Institute of Petroleum of Ploieşti (*Institutul de Petrol din Ploieşti*), was established.

[29] The study prepared by the Ministry of Education in 1967 recommended that the number of specialties for training engineers be reduced from 68 to 44. For example, in the chemical-industrial field, the number of specialties was to be reduced from seven to the following four: 1) technology of inorganic chemistry, 2) technology of organic chemistry, 3) technology of macromolecules, and 4) technology of construction materials. "Studiu privind dezvoltarea învăţământului superior," *op. cit.*, p. 7.

and the length of training have been reduced (from 5½ to 5 years) in most fields.[30]

Some institutions underwent further minor structural changes. Until 1970, for example, architecture was taught only at the Ion Mincu Institute of Architecture of Bucharest (*Institutul de Arhitectură Ion Mincu din București*). Beginning with the 1970–71 academic year, architecture is also offered under the auspices of the Schools of Construction of the technical institutions of Cluj, Iași, and Timișoara. As reorganized in 1970, architectural studies are offered at two levels. The first lasts for 3 years and leads to the degree of "architectural foreman" (*arhitect conductor*). The holders of this degree may either enter the work force or take the examination for admission to the second or higher level of training. The second level of training also lasts for 3 years and leads to the degree of "diploma-holding architect" (*arhitect diplomat*). The reorganization of 1970 provided for the institutions of Cluj, Iași, and Timișoara to offer the first and for the Ion Mincu Institute of Architecture to offer the second level of training.[31]

The most prestigious and largest of the polytechnical institutes is the Gh. Gheorghiu-Dej Polytechnical Institute of Bucharest, founded in 1819. In 1968–69 it had 14,051 students and 1,220 teachers.[32]

To satisfy the need for intermediate technical cadres for positions ranking between those held by full-fledged engineers and by technicians and master craftsmen, the Education Law of 1968 established within the framework of the technical and polytechnical institutes special sections for training junior engineers and architectural foremen. In some cases these intermediate cadres are trained in institutes subordinated to the polytechnical institutions. Depending upon the specialty pursued, the number of years of study prescribed for junior engineers and architectural foremen ranges from 2 to 3.[33]

Higher Agronomic Education

In 1968–69 Romania had four agronomic institutions of higher learning offering 5-year courses in agriculture, horticulture, and veterinary medicine,[34] compared to five such institutions in the early 1960's. The Tudor Vladimirescu Agronomic Institute of Craiova (*Institutul Agronomic Tudor Vladimirescu din Craiova*) ceased to operate in 1965–66 when it was absorbed by the present University of Craiova.[35] The 1967 study of the Ministry of Education proposed that the length of training in agriculture and horticulture be reduced to 4 years and that special

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[30] See appendix B. The 1967 study by the Ministry of Education recommended that the length of training be further reduced from 4 to 4½ years in 13 technical fields, including those relating to construction, farm machinery, the food industry, and wood processing.

[31] "Structuri noi în învățămîntul superior de arhitectură" (New Structure in Higher Architectural Studies). *Scînteia*, July 1, 1970, p. 4.

[32] *The World of Learning 1969–70, op. cit.*, p. 1097. For additional statistical data on this and other polytechnical institutes see *ibid.*, pp. 1096–99.

[33] Articles 122 and 125 of the Education Law of 1968 cited in footnote 9.

[34] See appendix B.

[35] See footnote 22, this chapter.

2-year sections be established to train agronomic foremen (*conductori agronomi*) to fill intermediate technical positions.[36]

Higher Economic Education

The training of economists and specialists in modern accounting has become more important in recent years. The system of higher economic education, the subject of many critical articles in the mid-1960's,[37] was reorganized in 1967. Changes involved the transferring of the Institute of Economic Sciences (*Institutul de Ştiinţe Economice*) of Bucharest to the Academy of Economics (*Academia de Studii Economice*) and establishing or expanding schools of economics at various other universities. The curriculum was changed in an attempt to provide a better correlation between production requirements, modern techniques of accounting and bookkeeping, and more efficient training of economists and accountants; also, to insure a more balanced ratio between general and specialized subjects. In pursuing this goal, the areas of specialization were expanded to include, among other things, economic cybernetics and automation of accounting, and the number of years of study was reduced from 5 to 4½ years in the academy school of accounting and economic cybernetics and to 4 years in all other fields in both academy and university schools of economics.

In the wake of the 1967 reorganization, the number of schools operating within the framework of the Academy of Economics was increased from three to six. Plans for further specialization and expansion of the institution provided for an increase in enrollment from around 6,000 in 1966–67 to about 10,000 by 1970.[38]

Higher Medical-Pharmaceutical Education

Romania has four medical-pharmaceutical institutes—one each in the cities of Bucharest, Cluj, Iaşi, and Tîrgu-Mureş—and a medical institute in Timişoara. The period of training varies from 6 years in medicine and stomatology to 5 years in pharmacy.[39] Under the 1967 plan of the Ministry of Education, the number of years of study in stomatology

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[36] "Studiu privind dezvoltarea învăţămîntului superior," *op. cit.*, p. 8.

[37] See, for example, "Perfecţionarea învăţămîntului superior economic" (Improving Higher Economic Education). *Viaţa Economică* (Economic Life), Bucharest, IV:49:5, Dec. 9, 1966; Marin Lupu, "Învăţămîntul economic superior într-o nouă etapă a dezvoltării sale" (Higher Economic Education in a New Stage of Development). *România Liberă* (Free Romania), Bucharest, Sept. 30, 1967, pp. 1,3; Marin Lupu, "Reorganizarea învăţămîntului economic superior cerinţă a creşterii calitative a activităţii economice" (The Reorganization of Higher Economic Education—A Requirement for the Qualitative Advancement of Economics). *Probleme Economice* (Economic Problems), Bucharest, XX:10:68–76, Oct. 1967; Marin Lupu, "Cercetarea ştiinţifică în învăţămîntul superior economic" (Scientific Research in Higher Economic Education). *Lupta de Clasă*, XLVI:4:82–90, Apr. 1966; Marin Lupu, "Învăţămîntul superior economic" (Higher Economic Education), *ibid.*, XLVI:12: 33–42, Dec. 1966; Aurel Negucioiu, "Nivelul calitativ al învăţămîntului economic" (The Qualitative Level of Economic Education), *ibid.*, XLVII:10:84–90, Oct. 1967.

[38] "Studiu privind dezvoltarea învăţămîntului superior," *op. cit.*, p. 8. See also appendix B.

[39] See appendix B.

will eventually be reduced from 6 to 5.[40] Plans also call for establishing a school of stomatology in Craiova.[41]

Higher Art Education

The 1960's saw no changes in Romania's higher art education system. The system is composed of seven institutes: Three conservatories offering 5-year programs in various fields of music, two institutes with 4-year programs in theater arts (the one in Bucharest also specializes in cinematography), and two institutes with 6-year programs in plastic and decorative arts.[42]

Higher Physical Education

Specialization and training in physical education and sports are provided by the Institute of Physical Education of Bucharest. Operating with only one school, the Institute offers a 4-year day session program attended primarily by students who plan to teach physical education and sports at various levels of Romanian education.[43] Although the Institute operates under the immediate jurisdiction of the Ministry of Education, its program is closely coordinated with overall plans and objectives determined by the National Council for Physical Education and Sports (*Consiliul Naţional pentru Educaţie Fizică şi Sport*).[44]

The Student Body and the Educational Process

Procedures relating to admission, examinations, grading, attendance, and other aspects of the educational process in institutions of higher learning and the rights and duties of the students are regulated by both the Education Law of 1968 and the rules and periodic instructions issued by the Ministry of Education.[45]

Admission

Within the limits of quotas established by governmental authorities for all fields during each academic year, admission to institutions of higher learning is open to applicants who possess a baccalaureate diploma or its equivalent and have successfully completed all requirements of competitive admission examinations. Admission examinations are offered

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[40] "Studiu privind dezvoltarea învăţămîntului superior," *op. cit.*, p. 9.

[41] *Ibid.*, p. 10.

[42] See appendix B. Under the plan of the Ministry of Education cited previously, teachers of art and music in schools of general education will be selected from graduates of the so-called first cycle of studies in the art institutes. More talented students desiring careers in the various fields of art will be required to complete the second cycle of studies.

[43] Appendix B.

[44] See p. 37.

[45] Articles 151–72 of the Education Law of 1968. See also "Regulament privind activitatea profesională a studenţilor" (Regulation Concerning the Professional Activities of Students). *Forum*, XI:2–3:213–24, Feb.–Mar. 1969. The new Regulation relating to students went into effect on Feb. 15, 1969.

in July, following baccalaureate examinations.[46] In fields in which quotas are not filled by applicants who take the summer examination, a second admission examination may be offered in the fall.[47] Admission examinations consist of a written and oral test in two subjects, depending on the intended field of specialization.[48] Applicants are admitted in the order of the scores they make in the competitive examinations. Admission to the evening session is normally open only to candidates who, in addition to the aforementioned conditions, are employed in the field in which they plan to specialize.[49]

Upon admission, 1st-year students are required to sign a contract with the rector, who acts as a representative of the State. Under the contract, the State assumes the obligation of insuring adequate educational facilities for the training of students, while students agree to observe the rules and norms of conduct of the institutions and upon graduation, to work for a period of 2 to 3 years at a place designated by the authorities. At registration each student is assigned an identification number, which remains the same throughout his years of study in a particular school, and is issued a student record book (*carnet de student*) and a student identification card (*legitimaţia de student*). The student record book contains the grades a student receives in all examinations and course work.

Attendance at all lectures and activities specified in the education plans and programs is required and strictly enforced. Unauthorized absences are considered violations of university discipline. Students whose unexcused absences total more than 30 percent in a particular course may be barred from taking the final examination, and, as a consequence, receive a failing grade. Attendance is taken by the head of a particular student group (*grupă de studenţi*) and recorded in the group record (*jurnalul de grupă*), which is periodically checked by instructors.[50]

Rights and Duties of Students

Under the Regulation adopted in the late 1960's, rights and duties of students are clearly delineated. While duly matriculated in an institution of higher learning, students have the right to

- receive free tuition;

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[46] In 1968, for example, competitive admission examinations were given between July 5 and 15. *Admiterea în învăţământul superior,* 1968, *op. cit.,* p. 62.

[47] For the list of fields, specialties, and institutions for which fall admission examinations were offered in Sept. 1968, see *Scînteia Tineretului* (The Spark of Youth), Bucharest, Aug. 7, 1968, p. 4. See also *Gazeta Învăţământului,* Aug. 20, 1968, p. 6.

[48] In some subjects only an oral is required. For the material and subjects covered by admission examinations in 1968, see *Admiterea în învăţământul superior, 1968, op. cit.,* pp. 69–141.

[49] *Ibid.,* p. 65. See also Article 151 of the Education Law of 1968.

[50] Articles 1–5 and 9–14 of the Regulation Concerning the Professional Activities of Students cited in footnote 45. See also Articles 163–64 of the Education Law of 1968. Students in their 2d and upper years of study were required to sign a similar contract under Decree No. 1063 (Nov. 9, 1968) of the Council of State. For text, see *Buletinul Oficial,* No. 144, Nov. 9, 1968, p. 1288.

- use the laboratories, lecture rooms, libraries, and other educational facilities made available to them;
- obtain employment in a field of specialization following graduation "in accordance with the needs of the country's economy and culture" and in order to satisfy the postgraduate practice requirement;
- participate in activities of the scientific and artistic circles and clubs;
- receive scholarships and other forms of material aid "in accordance with the laws in force";
- receive free medical attention;
- obtain places in student hostels and canteen privileges in accordance "with the rules relating to their operation";
- receive protective garments during the performance of practice work;
- receive treatment in student camps or spas maintained for recuperation and rest;
- receive discount tickets for shows, concerts, and sport events; and
- elect or be elected representatives of the Union of Communist Youth or of student associations in the faculty council.

In turn, students are required to

- fulfill effectively and on time all mandatory tasks stipulated in university plans and programs;
- participate in civic activities organized either by the school or the institution;
- show respect for instructors both inside and outside the institution;
- uphold the norms of university discipline, behave in a civilized manner, and act decently and politely toward colleagues, the administrative and technical personnel, and all other people they deal with both in and out of the institution;
- handle with care all material goods placed at their disposal in the institution, the student hostels, and canteens;
- abide by the norms of the collectives to which they belong; and
- uphold all rules and regulations.[51]

Examinations and Grading

Academic achievement is determined on the basis of performance in classrooms, seminars, and workshops and on the results of periodic written and oral examinations. Examination schedules and programs are determined by the deans, in consultation with teachers and students, while the type of examinations offered in the various fields is decided upon by school faculty councils.

The higher education grading system is identical with the one used in all other levels, the grades ranging from "10," the highest, to "1," the lowest. The minimum passing grade is "5." Examinations may be taken during either the winter or summer examination sessions. Students who fail to fulfill the examination requirements in more than three subjects by the end of the summer session are required to repeat the

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[51] Articles 6–8 of the Regulation Concerning the Professional Activities of Students cited in footnote 45.

entire year. First-year students who fail the examinations are expelled but retain the right to retake the competitive admission examination. Students in the 2d and subsequent years may repeat a year of study only once in the same school, but may register for a third time for the same year of study in a related school if they have the approval of the rector of the particular institution. If they fail a third time, they are expelled and may continue their higher education only by passing the competitive admission examination.

Students who receive at least an "8" in written examinations may be excused from taking the oral part unless they elect to do so to further improve their average. Moreover, those in the 2d and upper years of study with an exemplary behavior record and grades ranging from "9" to "10" may accelerate their studies and complete 2 academic years in one.[52]

Practical Work

The examination and grading system also applies to the student's practical work. Production or student teaching (in the case of education majors) is considered an essential part of the curriculum, and grades earned are considered in the computation of a student's overall average.

A measure adopted in June 1970 aimed at eliminating the shortcomings inherent in the uniform application of the practice work requirements under which students tended to be assigned to identical jobs and for the same length of time without regard to their particular specialization. Under the new system, the practice work requirement is fulfilled as follows: The 1st- and 2d-year students engage in "initiation into the profession" work lasting for 4 weeks. This may be fulfilled either by working 1 day a week or cumulatively towards the end of the academic year. The 3d- and 4th-year students engage in "specialization practice" work lasting for 4 weeks at the end of the academic year with the 3d-year students concentrating on technology and equipment and the 4th-year students on production processes. The third type of practice work is the "practice connected with the elaboration of diploma projects" undertaken by graduates which lasts for 3 to 4 months.[53]

The Diploma Examination

Upon completion of the last year of study, students are expected to take the so-called diploma examination (*examenul de diplomă*). Offered twice a year by the Ministry of Education, this examination is administered by a commission composed of a president and two to four mem-

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[52] *Ibid.*, Articles 15–36.

[53] Mihai Iordănescu. "Un nou program pentru practica în producţie a viitorilor ingineri" (A New Program for Practice Work in Production of Future Engineers). *Scînteia*, June 26, 1970, p. 4. On the importance of practice work in production, see, for example, Iulian Dracea, "Practica studenţilor—pîrghie importantă a întregirii lor profesionale" (The Practice Work of Students—An Important Lever in Their Professional Training). *Forum*, XI:9:20–21, Sept. 1969; and "Masa rotundă: Practica în producţie a studenţilor" (Round Table: The Practice Work of Students in Production). *Ibid.*, XI:11:5–25, Nov. 1969.

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bers. To succeed, a student must receive a grade of at least "6" in all examination subjects.

The diploma examination must be taken within 3 years following graduation and, in case of failure, may be repeated only once during this period. A third, theoretically last attempt may be made during the ensuing 3 years. Students who failed examinations or who choose not to take them may, upon request, be issued a graduation certificate (*certificat de absolvire*). It lists all subjects taken and grades received.[54]

Candidates who pass the diploma examination are issued a diploma signifying their particular fields of specialization. Romanian institutions of higher learning are authorized to issue the following types of diplomas.[55]

Name of Diploma	*Issued by*
License Diploma (*Diplomă de licenţă*)	Universities, pharmaceutical institutes, institutes of arts, and the institute of physical education
Diploma of Engineer (*Diplomă de inginer*) and Diploma of Architect (*Diplomă de arhitect*)	Higher technical and agronomic institutions
Diploma of Physician (*Diplomă de doctor—medic*)	Medical institutes
Diploma of Veterinary Doctor (*Diplomă de doctor—medic veterinar*)	Higher veterinary institutions
Diploma of Junior Engineer (*Diplomă de subinginer*) and Diploma of Architectural Foreman (*Diplomă de conductor arhitect*)	Institutes for junior engineers and architectural foremen
Graduation Diploma (*Diplomă de absolvire*)	Higher teacher-training institutes

Rewards and Punishment

To insure university discipline, a system of rewards and punishments has been instituted. Students with exemplary behavior and an outstanding academic record who participate regularly in all activities organized by institutions of higher learning are rewarded either by annual or periodic prizes, special scholarships,[56] or, in the case of those involved in sport activities, extra food allocations. The Union of Communist Youth and student organizations are usually consulted before rewards are presented.

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[54] Decision No. 2740/1968 concerning the diploma examination in institutions of higher learning as republished on Apr. 29, 1969. For text, see *Buletinul Oficial*, No. 55, Apr. 29, 1969, pp. 439–40.

[55] *Ibid.* The diplomas identify the fields in which they were earned.

[56] See pp. 22–24.

Students who fail to carry out their obligations or who violate the norms of university discipline may, following consultation with the aforementioned organizations, be subjected to the following four types of punishment, each of which is applied according to the gravity of the offense:

- written reprimand—issued by the dean for excessive unauthorized absences, unsuitable behavior towards colleagues, instructors, and administrative personnel, or material damage to the institution.
- publicized written reprimand—applied by the dean to students who continue their misconduct after receiving a written reprimand.
- dismissal from the institution—decided by the rector on the recommendation of the dean and applied to students who continue their misconduct after the issuance of a publicized written reprimand.
- dismissal from the institution—decided by the Ministry of Education on the recommendation of the rector on the basis of a discussion of the case by the faculty council of the particular institution.[57]

Employment

Under the contractual system reinforced by the Education Law of 1968, graduates of institutions of higher learning are not only provided with employment but also required to work in their field of specialization for a period of at least 2 to 3 years at a place determined by the Government. Because the Government, acting on the recommendation of its planning agencies, is attempting to advance the economic and cultural development of the country on a national basis, it is necessary to assign students to rural and other underdeveloped parts of the country. Since graduates prefer assignments in the larger cities where opportunities for entertainment, social contact, and cultural activities are much greater, duty elsewhere provokes criticism. Another criticism pertains to the alleged failure of authorities to assign graduates to jobs commensurate with their skills and training. Engineers, for example, are occasionally assigned to jobs which could easily be filled by intermediate technicians or junior engineers.

Outstanding students may be assigned to scientific research immediately upon graduation. The assignment is made either on the recommendation of teachers or at the request of particular research institutes and organizations on the basis of the overall plan prepared by the Ministry of Education in conjunction with the State Planning Committee (*Comitetul de Stat al Planificării*) and the National Council for Scientific Research (*Consiliul Naţional al Cercetării Ştiinţifice*).[58]

Following their graduation in June 1970, about 18,000 graduates

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[57] Articles 37–42 of the Regulation Concerning the Professional Activities of Students cited in footnote 45.

[58] The central State organ for the coordination, guidance, and supervision of scientific research in Romania, the National Council for Scientific Research, was reorganized on July 2, 1969. Its organization and operation were stipulated under Decree No. 542 (July 29, 1969) of the Council of State. *Buletinul Oficial,* No. 81, July 29, 1969, pp. 645–48. See also Decision No. 2097 of Sept. 23, 1968, concerning the organization and functions of the scientific councils of the research institutes. *Ibid.,* No. 125, Sept. 24, 1968, pp. 1172–74.

appeared before the job placement commissions for assignment in accordance with the stipulations of the contract under which they entered the institutions of higher learning. The criteria governing the rights and obligations of both the graduates and the industrial and agricultural enterprises and the socialist organizations to which they are assigned are stipulated in a decree adopted in March 1970.[59] Although the graduates' academic achievement and ability are considered as the main criteria, account is also taken of the residence of their parents or spouses.

After a 1-year probationary period, the more promising graduates are reappointed to a 2-year research period. Those who prove their aptitude for research during the second probationary phase may be certified as *bona fide* researchers. The others are reassigned to positions commensurate with their skills.[60]

Scientific Degrees and Their Requirements

The drive launched by Romania in the early 1960's to assert her national independence resulted, among other things, in the gradual de-Russianization of the system of higher scientific degrees. Beginning with the 1966–67 academic year, the Soviet-inspired *aspirature* and candidate-in-science degrees were eliminated. Now, only the following three scientific titles may be awarded: 1) doctor (*doctor*), 2) doctor-docent-in-science (*doctor-docent în ştiinţe*), and 3) doctor *honoris causa*.

The Doctorate

The doctorate is open to holders of a diploma from an institution of higher learning on the basis of the results of a colloquium (or in the case of scholarship candidates, an examination administered by a commission appointed by the Ministry of Education). Candidates are rated according to their achievement scores. The number who may seek doctoral degrees is determined by the number of candidates an institution can accommodate at a given time.

Fields and specialties in which doctorates are offered are determined by the Council of Ministers on the recommendation of the Ministry of Education. Beginning with the 1967–68 academic year, doctoral programs were offered in 18 fields[61] by 27 institutions of higher learning

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[59] Decree No. 158 of Mar. 24, 1970 Concerning the Assignment in Production of the Day Session Graduates of the Institutions of Higher Learning. *Colecţia de legi şi decrete*. No. I. Bucharest: Consilul de Stat, 1970, pp. 267–80.

[60] Decision No. 1068 of May 22, 1968. *Colecţie de legi, decrete, hotărîri şi dispoziţii*, No. III, 1968, pp. 313–15.

[61] The fields in which doctoral programs have been offered since 1967–68 include 1) agriculture and horticulture, 2) architecture, 3) biology, 4) chemistry, 5) economics, 6) geography, 7) geology, 8) history, 9) law, 10) mathematics, 11) medicine, 12) pharmacy, 13) philology, 14) philosophy, 15) physics, 16) psychology-education, 17) technology, and 18) veterinary medicine. Decision No. 2910 (Nov. 29, 1967) of the Council of Ministers concerning the implementing Decree No. 1058/1967 relating to the system of scientific titles in Romania, published in *Buletinul Oficial*, No. 101, Dec. 1, 1967, pp. 792–96.

and 38 research units of the Academy of the Socialist Republic of Romania (*Academia Republicii Socialiste România*).[62]

The doctorate is awarded to candidates who complete the so-called preparation phase (*stagiu de pregătire*) of not more than 4 years and who write an acceptable doctoral thesis (*teză de doctorat*) during this period. Doctoral candidates (*doctoranzi*) admitted on the basis of an examination may receive scholarships for 3 consecutive years. During the preparation phase, candidates work under the guidance of a mentor or scientific leader (*conducător ştiinţific*) and are required to take from two to four examinations relating to their specialization.

Each candidate who successfully completes his examination requirements by receiving a grade of at least "7" in both his major and minor fields is permitted to defend his doctoral thesis. The dissertation defense takes place in a public session before a doctoral commission (*comisie de doctorat*) appointed by the Ministry of Education on the recommendation of the rector. It is composed of a president, normally the dean of the school or the director of the research unit of the Academy in which the candidate completed the preparation phase, and four specialists, including the mentor. The decision of the commission whether or not to award the degree and title of doctor is followed by a procedure under which the rector of the institution of higher learning or the director of the research unit of the Academy verifies whether the candidate has fulfilled all requirements for the degree.[63]

The Doctor-Docent-in-Science Degree

The highest and most prestigious title that may be conferred in Romania is the doctor-docent-in-science degree. It is awarded to scholars who already possess the doctor's degree and who have achieved an impressive and generally recognized record in scientific research and produced works of great value contributing to the advancement of science, technology, or culture.

Scholars who believe they fulfill these requirements may apply for the degree by filing a petition with the rector. It must be accompanied by a résumé or memorandum outlining their scholarly activities, notarized copies of their doctor's diploma, a list of their publications, and two copies of their published works.

Qualifications of applicants are reviewed by a doctoral commission appointed by the Ministry of Education after applications have been forwarded by the rectors. Decisions of the commission must be upheld by the faculty scientific council and verified by the rector. Only a selected

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[62] For the list of the 27 institutions authorized to offer doctoral programs and confer doctoral degrees, see *ibid*. For a list of the research units of the Academy, see appendix C.

[63] Articles 1–22 of Decision No. 2910/1967 cited previously. See also "Instrucţiunile Ministerului Învăţământului privind conferirea titlurilor ştiinţifice în Republica Socialistă România" (The Instructions of the Ministry of Education Concerning the Awarding of Scientific Titles in the Socialist Republic of Romania). *Revista Învăţământului Superior*, X:2:84–96, Feb. 1968. See especially Articles 4–58.

number of institutions of higher learning may award the doctor-docent-in-science degree.[64]

Doctor *Honoris Causa*

The honorary doctoral degree may be awarded by institutions of higher learning authorized to confer the doctor-docent-in-science degrees. It may be awarded on the recommendation of the scientific councils of these institutions to both Romanian and foreign nationals who have distinguished themselves by outstanding contributions to the advancement of science, technology, or culture or by significant services to Romania or to humanity. Recommendations by the scientific councils are evaluated by a commission of five to seven specialists appointed by the Ministry of Education. Before it is conferred, the doctor *honoris causa* degree, like the doctoral and doctor-docent-in-science degrees, must be confirmed by the High Commission on Diplomas (*Comisia Superioară de Diplome*).[65]

The High Commission on Diplomas

Reorganized in October 1969, the High Commission on Diplomas operates within the framework of the Ministry of Education. Under law, it is empowered to

- confirm or invalidate the scientific titles conferred by institutions of higher learning or research units of the Academy; [66]
- decide on the certification of tenured professors and associate professors in fields in which the doctorate is not offered;
- make recommendations to the Ministry of Education for the granting of merit ranks to professors and associate professors in accordance with proposals from the faculty councils or senates of the institutions of higher learning;
- determine the equivalency of higher diplomas and scientific titles earned abroad; and
- act on requests to recognize doctoral degrees awarded prior to 1952 as being equivalent to the doctor or doctor-docent-in-science degrees currently awarded.

Composed of a president, vice president, the scientific secretary, and members,[67] the Commission is appointed by the Council of Ministers on the recommendation of the Minister of Education. The bulk of the

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[64] Article 23 of Decision No. 2910/1967 and Articles 59–72 of the Instructions of the Ministry of Education cited in footnote 62.

[65] Articles 24–25 of Decision No. 2910/1967 and Articles 73–75 of the Instructions of the Ministry of Education cited in footnote 62.

[66] Following confirmation by the High Commission on Diplomas, the list of recipients of higher degrees is published periodically in higher education journals. See, for example, the list of those who received the degrees of doctor and doctor-docent-in-science following the Commission's decision of June 28, 1969, in *Forum*, XI:9:122–27, Sept. 1969.

[67] For the membership of the Commission as composed under Decision No. 2065 (Oct. 29, 1969) of the Council of Ministers, see *Buletinul Oficial*, No. 121, Nov. 5, 1969, pp. 996–98.

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Commission's work is performed by its bureau composed of the president (who is the Minister of Education), the vice president (who is the Deputy Minister in charge of higher education), and the scientific secretary.[68]

Postuniversity Education

Organized to enable scholars and specialists to keep abreast of their particular fields, the system of postgraduate education consists of so-called postuniversity courses (*cursuri postuniversitare*) offered by institutions of higher learning and by certain research institutes of the Academy of the Socialist Republic of Romania, in accordance with the needs expressed by the ministries and other interested central governmental agencies. Of no more than 1 year's duration, these courses may be attended by specialists who already possess a higher education diploma, and who have been recommended by their governmental employers.

The stated objectives of postuniversity education are to

- advance the professional training of specialists by acquainting them with the latest developments in their fields;
- provide intensive training in a particular field of specialization;
- acquaint participants with the latest and most advanced research methods and techniques; and
- train specialized cadres to organize and manage production.

The educational plans and the list of specialties included in the system of postuniversity education are approved on a yearly basis by the Council of Ministers in accordance with recommendations from the Ministry of Education and in consultation with the National Council for Scientific Research and interested governmental agencies.[69]

Engineer-Economists. Courses offered within the framework of postuniversity education are particularly recommended for engineers in responsible positions who have little or no formal background in economics and management. Such courses are the primary vehicle for training engineer-economists (*ingineri economişti*); i.e., specialists acquainted not only with the technical aspects of production but also with the efficiency and cost elements of economic input and output factors.[70]

Engineers registered in postuniversity evening sessions or taking correspondence courses are given a special 30-day paid pre-examination leave to enable them to prepare for examinations.[71]

Enrollees in postuniversity courses who complete all requirements, including the examinations, are given a graduation certificate (*certificat de absolvire*) by the institution that organized the particular courses.

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[68] Decision No. 2064 (Oct. 29, 1969) of the Council of Ministers. *Buletinul Oficial,* No. 121, Nov. 1969, p. 995.

[69] Articles 194–99 of the Education Law of 1968 cited in footnote 9.

[70] The organization of postuniversity courses for the training of engineer-economists is regulated under Decision No. 649 of Oct. 23, 1961. For text, see *Colecţie de legi, decrete, hotăriri şi dispoziţii. 1961 1 septembrie–31 octombrie,* Bucharest, 1961, pp. 62–66.

[71] Decision No. 1109 of May 19, 1967, of the Council of Ministers amending Article 12 of Decision No. 649/1961 cited in footnote 69. *Buletinul Oficial,* No. 44, May 20, 1967, p. 413.

Table 15.—Number of faculties, students, and graduates in day and evening sessions and correspondence courses in institutions of higher learning, by field, 1948–49, 1950–51, 1955–56, and 1960–61 through 1968–69

[—Indicates that the source did not include figures]

Item	1948–49	1950–51	1955–56	1960–61	1961–62	1962–63	1963–64	1964–65	1965–66	1966–67	1967–68	1968–69
1	2	3	4	5	6	7	8	9	10	11	12	13
FACULTIES												
Total	129	136	127	131	151	165	171	178	183	181	185	187
Agriculture	12	13	15	8	8	8	8	8	8	8	8	12
Architecture and constructions	5	6	9	8	8	9	9	9	10	10	10	10
Chemistry	4	4	3	3	3	3	3	3	3	4	4	4
Economics	5	5	6	3	4	5	5	5	5	6	10	10
Education	6	9	4	43	60	62	65	69	69	61	61	61
Electric power and electro-technology [1]	3	3	6	5	5	5	5	6	6	8	8	8
Food industry	2	2	1	1	1	1	1	1	1	1	1	1
Forestry	2	2	2	1	1	1	1	1	1	1	1	1
History, geology, geography [2]	4	8	4	1	1	1	1	1	1	1	1	1
Industrial chemistry	3	3	3	3	3	3	3	3	3	3	3	3
Law	4	4	4	3	3	3	3	3	3	3	3	3
Light industry	1	1	1	1	1	1	1	1	1	1	1	1
Lumber industry [3]	2	1	1	1	1	1	1	1	1	1	1	1
Mathematics, physics [4]	4	4	4	3	3	8	8	8	8	9	9	9
Medicine	20	20	20	7	7	7	7	8	11	11	11	11
Metallurgy and machine-building	7	9	11	8	9	10	10	11	11	11	11	11
Mining	3	3	5	2	2	2	2	2	2	2	2	2
Music	5	4	4	5	5	6	6	6	6	6	6	6
Natural science, biology [5]	4	4	4	3	3	3	3	3	3	3	3	3
Petroleum	2	3	4	4	4	4	4	4	4	4	4	4
Pharmacy	3	4	3	3	3	3	3	3	4	4	4	4
Philology [6]	4	4	5	6	3	4	7	7	7	8	8	6
Philosophy [7]	4	4	2	1	4	4	4	4	4	4	4	4
Physical education	1	1	1	1	1	1	1	1	1	1	1	1
Plastic and decorative art	3	2	3	3	3	3	3	3	3	3	3	3

Table 15.—Number of faculties, students, and graduates in day and evening sessions and correspondence courses in institutions of higher learning, by field, 1948–49, 1950–51, 1955–56, and 1960–61 through 1968–69—Continued

[—Indicates that the source did not include figures]

Item	1948–49	1950–51	1955–56	1960–61	1961–62	1962–63	1963–64	1964–65	1965–66	1966–67	1967–68	1968–69
1	2	3	4	5	6	7	8	9	10	11	12	13
FACULTIES—Continued												
Theater and cinematographic art	5	5	3	2	2	2	2	2	2	2	2	2
Transport and telecommunications [8]	1	5	4	1	1	1	1	1	1	1	1	1
Veterinary medicine	2	2	2	1	2	4	4	4	4	4	4	4
Other [9]	8	1	1	—	—	—	—	—	—	—	—	—
STUDENTS												
Total	48,676	53,007	77,633	71,989	83,749	98,929	2,611	123,284	130,614	136,948	141,589	147,637
Day sessions	48,676	46,195	60,347	56,409	68,338	79,626	88,478	93,992	96,407	98,315	99,688	102,507
Evening sessions	—	649	886	1,178	2,040	2,745	3,414	4,014	4,548	5,219	5,753	6,197
Correspondence courses	—	6,163	16,400	14,402	13,371	16,558	20,719	25,278	29,659	33,414	36,148	38,933
Art, total	2,302	2,129	1,160	1,730	1,976	2,278	2,307	2,439	2,419	2,537	3,002	3,337
Day sessions	2,302	2,129	1,087	1,571	1,758	1,923	2,033	2,275	2,399	2,533	2,764	2,851
Music, total	907	875	462	973	1,211	1,480	1,481	1,553	1,484	1,644	2,088	2,481
Day session	907	875	447	866	1,021	1,131	1,207	1,389	1,464	1,640	1,850	1,995
Plastic and decorative art, total	814	635	377	452	492	521	541	587	611	559	568	559
Day session	814	635	365	439	490	521	541	587	611	559	568	559
Theater and cinematographic art, total	581	619	321	305	273	277	285	299	324	334	346	297
Day session	581	619	275	266	247	271	285	299	324	334	346	297
Economics, total	8,294	4,650	5,921	5,085	5,778	7,763	9,344	10,591	12,866	13,985	15,454	17,275
Day session	8,294	4,650	4,146	3,217	4,083	5,075	5,776	6,284	6,763	7,290	8,649	10,278
Law, total	5,534	2,464	3,327	3,101	2,401	2,684	2,807	3,515	4,534	5,845	5,648	6,141
Day session	5,534	2,464	1,532	868	913	1,165	1,260	1,449	1,610	1,632	1,759	1,818

Medicine-Pharmacy, total	10,020	7,618	9,796	7,825	7,591	7,884	8,272	8,894	9,345	9,501	9,561	9,633
Medicine, **Day session**	8,815	6,763	8,950	7,058	6,755	7,000	7,299	7,903	8,147	8,232	8,255	8,242
Pharmacy, **Day session**	1,205	855	846	767	836	884	973	991	1,198	1,269	1,306	1,391
Physical education, total	218	465	888	744	920	1,196	1,432	1,653	1,715	2,004	1,880	1,959
Day session	218	465	573	519	649	808	873	807	803	811	825	824
Technical fields, total	12,712	20,821	38,040	30,496	35,169	40,768	46,216	50,251	52,265	54,162	53,846	53,627
Agriculture, total	2,813	5,947	6,695	6,889	7,431	4,998	5,592	5,805	5,685	5,654	5,424	5,854
Day session	2,813	5,947	5,844	5,714	6,547	4,512	5,203	5,527	5,606	5,621	5,420	5,854
Architecture and constructions, total	2,430	2,055	5,318	5,563	6,253	8,182	8,934	9,518	10,290	10,402	9,701	9,877
Day session	2,430	2,055	4,627	4,067	4,949	6,878	7,643	8,211	8,999	9,322	8,664	8,891
Forestry, total	253	664	1,231	684	685	762	805	861	856	851	877	879
Day session	253	664	1,057	478	557	666	738	818	821	842	871	878
Industry, total	6,131	10,224	21,656	15,552	19,003	23,582	27,086	30,009	31,250	32,972	33,540	33,117
Day session	6,131	8,044	16,565	11,814	15,480	20,100	23,485	26,208	27,268	28,948	29,457	29,224
Electric power and electrotechnology,[1] total	1,250	1,757	4,737	3,528	4,650	5,670	6,622	7,953	8,505	9,088	9,623	9,585
Day session	1,250	1,387	3,324	2,601	3,737	4,775	5,661	6,944	7,396	7,850	8,265	8,339
Food industry, total	393	901	867	813	989	1,125	1,286	1,333	1,350	1,352	1,292	1,187
Day session	393	818	653	693	862	1,026	1,188	1,251	1,279	1,308	1,273	1,166
Industrial chemistry, total	1,009	1,249	2,952	2,184	2,550	2,953	3,385	3,715	3,853	4,056	4,190	4,094
Day session	1,009	1,111	2,150	1,748	2,120	2,534	2,939	3,234	3,367	3,591	3,714	3,679
Light industry, total	824	582	811	468	530	631	765	937	1,094	1,264	1,371	1,397
Day session	824	380	568	365	440	570	712	887	1,059	1,253	1,371	1,397
Lumber industry, total	334	501	881	484	621	715	772	870	935	899	742	694
Day session	334	362	730	358	523	641	729	847	913	885	733	694
Metallurgy and machine-building, total	1,667	3,576	8,112	5,574	6,781	9,361	10,903	11,550	11,988	13,029	13,417	13,262
Day session	1,667	2,328	6,178	4,011	5,250	7,695	9,154	9,638	9,967	11,002	11,428	11,278
Mining, total	380	889	1,885	919	1,213	1,472	1,647	1,830	1,782	1,663	1,319	1,269
Day session	380	889	1,690	729	1,072	1,336	1,499	1,669	1,611	1,482	1,122	1,064
Petroleum, total	274	769	1,411	1,582	1,669	1,655	1,706	1,821	1,743	1,621	1,586	1,629
Day session	274	769	1,272	1,309	1,476	1,523	1,603	1,738	1,676	1,577	1,551	1,607
Transportation and telecommunications,[9] total	316	965	2,267	1,075	936	875	861	816	764	830	916	976
Day session	316	629	1,621	670	621	585	589	539	512	586	670	721

Table 15.—Number of faculties, students, and graduates in day and evening sessions and correspondence courses in institutions of higher learning, by field, 1948–49, 1950–51, 1955–56, and 1960–61 through 1968–69—Continued

[—Indicates that the source did not include figures]

Item	1948–49	1950–51	1955–56	1960–61	1961–62	1962–63	1963–64	1964–65	1965–66	1966–67	1967–68	1968–69
1	2	3	4	5	6	7	8	9	10	11	12	13
STUDENTS—Continued												
Veterinary medicine, **Day session**	769	966	873	733	861	2,369	2,938	3,242	3,420	3,453	3,388	2,924
University, total	9,071	14,691	18,150	23,008	29,914	36,356	42,233	45,941	47,470	48,914	52,198	55,665
Day session	9,071	10,395	12,450	18,933	24,329	27,661	29,668	29,738	28,861	27,776	27,660	28,611
Chemistry, total	1,286	1,587	949	1,606	1,787	1,818	1,787	1,697	1,765	2,154	2,444	2,700
Day session	1,286	1,445	949	1,606	1,787	1,818	1,787	1,697	1,696	1,638	1,787	1,890
Education, total	1,321	4,474	4,134	5,774	10,726	14,994	19,387	22,372	23,293	22,089	22,635	22,682
Day session	1,321	2,442	2,243	5,126	8,493	10,233	11,646	12,593	12,440	11,643	10,701	10,370
History, geology, geography,[3] total	1,667	2,065	1,053	663	783	951	941	905	862	769	692	699
Day session	1,667	2,065	1,053	499	559	635	635	624	610	558	529	545
Mathematics, physics,[4] total	762	3,192	3,745	4,007	4,467	4,969	5,026	5,219	5,319	5,513	6,178	6,880
Day session	762	1,070	1,788	3,367	3,834	4,345	4,196	3,901	3,814	3,944	4,489	4,959
Natural sciences, biology,[5] total	792	939	2,162	2,861	3,304	3,512	3,434	3,407	3,031	2,999	2,799	3,098
Day session	792	939	1,785	2,206	2,562	2,636	2,577	2,346	1,925	1,662	1,530	1,575
Philology,[6] total	2,713	1,887	5,411	6,022	6,494	7,627	9,026	9,508	10,081	11,591	13,090	14,501
Day session	2,713	1,887	3,969	4,409	5,095	5,955	6,817	6,676	6,617	6,694	7,020	7,509
Philosophy,[7] total	530	547	696	2,075	2,353	2,485	2,632	2,833	3,119	3,799	4,360	5,105
Day session	530	547	663	1,720	1,999	2,039	2,010	1,901	1,759	1,637	1,604	1,763
Other,[9] total	525	169	351	—	—	—	—	—	—	—	—	—
Day session	525	169	176	—	—	—	—	—	—	—	—	—

GRADUATES

Total	7,814	9,510	11,274	10,296	11,114	11,673	14,269	19,503	22,589	21,742	22,852	—
Art, total	225	128	227	253	273	364	414	520	416	374	436	—
Music	118	44	82	118	152	207	283	386	240	231	247	—
Plastic and decorative art	51	13	59	52	60	83	67	81	120	86	105	—
Theater and cinematographic art	56	71	86	83	61	74	64	53	56	57	84	—
Economics	1,895	1,411	1,585	967	1,014	755	767	1,020	1,275	1,168	1,794	—
Law	1,046	567	388	893	649	597	382	250	553	1,151	1,154	—
Medicine-pharmacy, total	1,542	1,665	955	1,796	1,268	920	778	1,169	1,473	1,593	1,588	—
Medicine	1,343	1,374	825	1,620	1,161	852	598	982	1,272	1,328	1,381	—
Pharmacy	199	291	130	176	107	68	180	187	201	265	207	—
Physical education	26	45	164	119	76	141	253	278	328	345	381	—
Technical fields, total	1,472	3,673	5,021	4,114	4,043	3,314	4,008	6,461	8,063	9,912	8,022	—
Agriculture	201	779	669	1,022	1,528	580	853	938	957	1,057	982	—
Architecture and constructions	479	421	747	733	265	753	627	680	1,513	2,505	1,429	—
Forestry	79	133	197	118	80	86	84	153	168	145	122	—
Industry, total	615	2,100	2,985	1,953	1,861	1,674	1,988	4,155	4,769	5,463	4,846	—
Electric power and electrotechnology [1]	146	320	720	419	361	294	397	1,106	1,245	1,364	1,346	—
Food industry	—	200	—	95	99	106	152	204	276	249	217	—
Industrial chemistry	250	220	382	308	277	216	266	552	619	587	608	—
Light industry	46	167	—	66	65	54	75	94	129	152	129	—
Lumber industry	—	30	52	39	51	52	53	37	149	297	120	—
Metallurgy and machine-building	148	1,019	1,441	700	666	642	815	1,606	1,621	2,017	1,927	—
Mining	25	64	34	134	112	104	72	218	337	508	230	—
Petroleum	—	80	356	192	230	206	158	338	393	289	269	—
Transportation and telecommunications [3]	—	136	274	165	182	116	133	177	152	132	115	—
Veterinary medicine	98	104	149	123	127	105	323	358	504	610	528	—
University, total	1,516	1,943	2,915	2,154	3,791	5,582	7,667	9,805	10,481	7,199	9,477	—
Chemistry	267	204	—	187	273	276	311	364	426	293	310	—
Education	133	335	933	156	1,103	2,563	3,857	4,942	6,255	3,824	5,630	—
History, geology, geography [2]	291	469	63	77	71	124	141	171	207	193	141	—
Mathematics, physics [4]	48	151	686	338	615	665	924	925	784	698	785	—

Table 15.—Number of faculties, students, and graduates in day and evening sessions and correspondence courses in institutions of higher learning, by field, 1948–49, 1950–51, 1955–56, and 1960–61 through 1968–69—Continued
[—Indicates that the source did not include figures]

Item	1948–49	1950–51	1955–56	1960–61	1961–62	1962–63	1963–64	1964–65	1965–66	1966–67	1967–68	1968–69
1	2	3	4	5	6	7	8	9	10	11	12	13
GRADUATES—Continued												
Natural sciences, biology [5]	126	117	388	277	325	439	615	820	757	559	525	—
Philology [6]	545	620	845	942	955	1,122	1,372	2,050	1,642	1,220	1,611	—
Philosophy [7]	106	47	—	177	449	393	447	533	410	412	475	—
Other [8]	92	78	19	—	—	—	—	—	—	—	—	—

[1] Since 1955–56, telecommunications has been included.
[2] Since 1954–55, geology, geography.
[3] Between 1956–57 and 1958–59, under forestry.
[4] In 1962–63, mathematics, mechanics, physics.
[5] In 1955–56, natural sciences, chemistry. In 1956–57 through 1962–63, natural sciences, geography. In 1963–64, biology, geography.
[6] In 1954–55 through 1959–60, philology, history.
[7] In 1960–61, history, philosophy.
[8] From 1955–56, telecommunications was under the Faculty of Electronics.
[9] Includes the faculties of Library Science, Social Welfare, Home Economics, and International Relations.

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1969.** Bucharest: Direcţia Centrală de Statistică, 1970, pp. 596–603.

Enrollment

Higher education progress during the 1960's is dramatically revealed by the fact that enrollment doubled—from 71,989 in 1960–61 to 147,637 in 1968–69 (tables 14 and 15).

Of those enrolled in 1968–69, 102,507 attended the day sessions, 6,197 the evening sessions, and 38,933 were registered in the correspondence courses. In terms of the general areas of specialization, 55,665 were registered in the universities, 53,627 in various technical fields, 9,633 in medicine and pharmacy, and the remainder in various other fields. By far the most popular individual field was education, with 22,682 students, followed by economics with 17,275, philology with 14,501, and metallurgy and machine-building with 13,262 (table 15).

The increase in enrollment was exceeded by the rise in number of graduates—from 10,296 in 1960–61 to 22,852 in 1967–68. Of the 1967–68 graduates, 9,477 attended the universities and 8,022, various technical schools. Of the university graduates, 5,630 were in education, 1,611 in philology, and the remainder in various other fields. Of the technical graduates, 1,927 were in metallurgy and machine-building, 1,429 in architecture and constructions, 1,346 in electric power and electrotechnology, and the remainder in other fields (table 15).

In terms of the year of study, the 147,637 students enrolled in 1968–69 were divided as follows: 32,402 were in the 1st year, 33,088 in the 2d, 34,302 in the 3d, 24,260 in the 4th, 18,868 in the 5th, and 4,717 in the 6th year (table 16). Of the 1st-year students, 7,292 or 22.5 percent were enrolled in education, 2,638 in philology, 2,251 in economics, 1,361 in law, 1,342 in mechanics, and the remainder in other fields of higher education.

Table 16.—Number of students in day and evening sessions and correspondence courses in institutions of higher learning, by faculty and year of study, 1968–69

[—Indicates that the source did not include figures]

Faculties	Total	Year of Study					
		1	2	3	4	5	6
Total	147,637	32,402	33,088	34,302	24,260	18,868	4,717
Accounting and economic cybernetics	1,456	456	416	242	173	118	51
Agricultural mechanics	900	137	227	179	172	185	—
Agriculture	3,858	782	839	815	767	655	—
Architecture and urban development	1,270	216	227	205	216	223	183
Automation	851	215	206	161	140	129	—
Biology	960	90	74	450	163	121	62
Biology-geography	2,138	302	217	806	368	317	128
Bookkeeping	2,202	467	402	307	469	384	173
Chemistry	2,700	417	454	977	439	386	27
Civil, industrial, and agricultural constructions	4,698	1,037	1,028	1,000	794	714	125
Commerce	2,720	724	630	377	407	428	154
Construction installations	1,090	181	231	225	201	212	40
Construction machines and equipment	860	141	200	192	193	134	—
Decorative art	169	27	27	19	30	31	35
Economic studies	6,371	2,251	1,771	1,022	646	474	207
Education	22,682	7,292	6,388	6,369	2,633	—	—
Electric power	1,758	323	451	298	332	323	31
Electronics and telecommunications	2,246	379	547	496	468	313	43
Electrotechnology	4,730	865	1,063	1,095	887	761	59
Finance	1,474	246	196	294	324	254	160
Food industry and fishing	1,187	134	254	310	245	233	11
Forestry	879	167	186	201	160	164	1
General economics	411	70	38	76	79	87	61
Geology-geography	699	106	93	223	142	123	12
History	1,421	234	188	508	222	170	99
History-philosophy	2,854	633	485	826	405	354	151
Horticulture	1,473	251	247	313	323	339	—

Hydrotechnology	1,025	250	230	205	180	160	—
Industrial chemistry	4,094	670	1,031	911	761	675	46
Law	6,141	1,361	1,106	993	1,047	1,274	—
Light industry	1,397	191	355	372	288	191	—
Lumber industry	694	87	180	162	141	124	—
Machine-building technology	3,709	641	1,004	787	582	568	127
Mathematics-mechanics	4,782	1,036	1,042	1,450	603	464	187
Mechanics	7,504	1,342	1,852	1,655	1,280	1,202	173
Medicine, general	4,840	913	867	814	792	765	689
Metallurgy	1,149	211	293	208	228	190	19
Mining	894	148	187	186	148	209	16
Mining electromechanics	375	58	59	79	74	83	22
Musical composition, conducting and teaching	1,687	356	369	432	329	198	3
Musical instruments and singing	794	196	196	156	131	115	—
Pediatrics	584	93	107	117	104	93	70
Petroleum and gas exploitation	441	145	97	63	68	67	1
Petroleum machines and equipment	321	110	66	45	43	43	14
Pharmacy	1,391	309	331	262	264	225	—
Philology	14,501	2,638	2,804	3,811	2,446	2,039	763
Philosophy	830	243	227	107	108	111	34
Physical education	1,959	264	349	745	389	212	—
Physics	2,098	458	499	434	324	361	22
Plastic art	207	28	36	28	45	50	20
Plastic and decorative art	183	38	30	27	30	33	25
Production economics	2,641	767	639	420	395	295	125
Railroads, roads, and bridges	934	178	260	200	181	115	—
Stomatology	2,818	423	463	490	461	464	517
Technical geology	375	58	59	79	74	83	22
Technology and chemical processing of petroleum and gases	386	69	63	76	93	83	2
Theater	297	39	67	69	90	32	—
Transportation	976	210	273	238	130	96	29
Veterinary medicine	2,924	280	742	627	658	617	—
Zootechnology	528	412	48	63	—	—	—

SOURCE OF DATA: **Anuarul statistic al Republicii Socialiste România, 1969.** Bucharest: Direcţia Centrală de Statistică, 1970, pp. 606–07.

VII: Teachers and Teacher Education

Since acquiring power in late 1947, Romanian Communist leaders have adhered to the fundamental assumption of the Marxist-Leninist theory that the efficiency of an educational system must be judged in terms of its capacity to satisfy the general requirements of developing a socialist (i.e., Communist) society. The numerous educational measures adopted since 1948, the year the first major reform was instituted, underscore Romania's conviction that an educational system's fulfillment of its social-political goals depends to a large extent on the size and caliber of its teaching staff.

During the 1960's the Party and Government exerted great effort to advance teacher education and clarify and systematize the status of teaching and administrative personnel at all education levels. Because many of the shortcomings that plagued the teacher-training system in the past continue, it has not been possible to implement all the new plans,[1] but many of the measures adopted during the 1960's have had a positive effect on the country's educational manpower at all levels.

Education Manpower

Reflecting Party and Government concern over the long-range development of education, the number of teachers employed in all levels of education increased from 137,974 in 1960–61 to 196,461 in 1967–68. By far the most dramatic rise took place in grades 5 to 11 of schools of general education; i.e., in the upper elementary and academic secondary schools. The number of instructors teaching in these grades increased during the corresponding period from 50,787 to 89,843, or by 76.9 percent. The instructional staff in institutions of higher learning also increased considerably—from 8,917 to 13,792. However, it did not keep pace with enrollment, which nearly doubled during the corresponding period.

With the gradual expansion of specialized lyceums during the 1970's, the teaching staff of these institutions is expected to continue to increase at the same rate it did during the first 2 years of operation.

[1] The Party and educational leaders are the first to recognize the shortcomings. By far the most acute problem seems to be the shortage of qualified teachers for the upper elementary grades. This and some of the other shortages were revealed by the Minister of Education in a speech before the National Conference of Teachers in Feb. 1969. For text see *Forum*, Bucharest, XI:2–3:22–48, Feb.–Mar. 1969.

Established in 1966–67 with 1,545 instructors, these lyceums had 2,836 teachers by 1967–68. The faculty will be increased largely at the expense of technical and vocational schools, some of which will be gradually phased out.

Although the number of instructors teaching grades 1 to 4 in the elementary school system remained basically constant in the 1960's, increasing from 53,548 in 1960–61 to only 55,412 in 1967–68, the pupil-teacher ratio improved, for the number of children attending these grades declined during the corresponding period (tables 7 and 17).

The System of Teacher Education

As it operated in the late 1960's, the Romanian system of teacher education included the following four types of schools or programs: 1) 5-year teacher-training lyceums for teachers and kindergarten teachers (*licee pedagogice de învăţători şi educatoare*), 2) 2-year teacher-training institutes (*institute pedagogice de învăţători*), 3) 3-year teacher-training institutes (*institute pedagogice de 3 ani*), and 4) education departments or sections of institutions of higher learning.

The Teacher-Training Lyceums and Institutes

The 5-year teacher-training lyceums and the 2-year teacher-training institutes are the primary institutions to train teachers and educators for kindergartens and the first four elementary grades. The former admit graduates of the eighth elementary grade, while the latter are open to graduates of academic lyceums who possess the baccalaureate diploma. Both operate under the general guidelines of the Ministry of

Table 17.—Number of teachers employed in the system of education of Romania, by level of education, 1938–39, 1948–49, 1960–61, 1966–67, and 1967–68

[—Indicates that the source did not include figures]

Teachers in—	1938–39	1948–49	1960–61	1966–67	1967–68
Total	55,215	86,490	137,974	192,398	196,461
Art schools	—	—	1,082	2,432	2,521
Higher education	2,194	5,638	8,917	13,404	13,792
Kindergartens	1,819	3,951	12,533	14,088	15,672
Schools of general education—					
Grades 1–4	36,665	44,325	53,548	56,482	55,412
Grades 5–11 [1]	9,770	21,780	50,787	87,702	89,843
Special schools	—	—	864	1,058	1,191
Specialized lyceums	—	—	—	1,545	2,836
Technical schools and technical schools for master craftsmen	3,871	6,482	2,913	4,072	3,270
Vocational schools	896	4,314	7,330	11,615	11,924

[1] The secondary schools of general education (i.e., the academic lyceums) operated until 1967–68 with only grades 9 to 11. The 12th grade was introduced in 1968–69. The figures for grades 5 to 11 also include teachers at pedagogical or teacher-training lyceums.

SOURCE OF DATA: **Report on the Development of the Educational Movement in the Socialist Republic of Romania During the 1967–68 School Year.** Bucharest: Ministry of Education, June 1968, p. 96.

Education (*Ministerul Învăţămîntului*).[2] Students are admitted by competitive examination. Long-range Government plans call for the gradual phasing out of the 2-year institutes by transforming them into teacher-training specialized lyceums.

During the 1968–69 school year, 26 teacher-training lyceums operated with 16,961 students and 864 teachers, while in 1966–67 there were only 19 such institutions, with 10,340 students and 574 teachers (table 9). During the latter year, eight 2-year teacher-training institutes operated as sections, with an enrollment of 2,018 correspondence course students.[3]

The 3-Year Teacher-Training Institutes

Classified as institutions of higher learning, the 3-year teacher-training institutes admit graduates of academic lyceums who possess the baccalaureate diploma or its equivalent and pass a competitive admission examination.[4] These institutions specialize in training subject-matter teachers for grades 5 to 8 of the elementary school system. During the 1968–69 academic year there were 14 3-year teacher-training institutes.[5] Those located in the university cities of Bucharest, Cluj, Craiova, Iaşi, and Timişoara were under the auspices and immediate jurisdiction of the respective universities.

From structural and operational points of view, these institutes are subject to the rules and regulations governing institutions of higher learning in general.[6]

Higher Education Departments and Programs

Institutions of higher learning train the bulk of the teaching staff employed in the postelementary system of education. The subject teachers for grades 1 to 4 in both the humanities and science sections of the academic lyceums are trained in the education departments of the universities.[7] Teachers of technical subjects in both the academic and specialized lyceums are trained in the polytechnical institutes, as well as in the various agronomic, economic, and technical institutions of

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[2] The guidelines of the Ministry of Education include, among other things, instructions relating to the structure of the school year. See, for example, "Structura anului şcolar 1969–1970 pentru licee pedagogice şi institute pedagogice de învăţători şi educatoare" (The Structure of the 1969–1970 School Year for the Teacher-Training Lyceums and the Institutes for Teachers and Kindergarten Teachers). *Gazeta Învăţămîntului* (Journal of Education), Bucharest, No. 1012, Oct. 10, 1969, p. 2.

[3] *Le mouvement éducatif dans la République Socialiste de Roumanie pendant l'année scolaire 1966–1967* (The Educational Movement in the Socialist Republic of Romania During the 1966–1967 School Year). [Bucharest]: Ministry of Education, [1967], p. 66. The source did not include total enrollment figures.

[4] For details on examination subjects required for admission in the fall of 1968 to the various schools of the 3-year teacher-training institute, see *Admiterea în învăţămîntul superior 1968* (Admission Into Higher Education 1968). Bucharest: Ministerul Învăţămîntului, 1968, 82–83.

[5] See appendix B.

[6] See pp. 84–91.

[7] Many of the subject teachers trained for grades 1 to 4 of the lyceums are compelled to teach in the upper grades of schools of general education.

higher learning. Some of these polytechnical and technical institutes offer special education programs for students intending to pursue teaching careers. Others, however, have no such programs, and the elementary and secondary school teachers who graduate from these institutions normally satisfy education course requirements by completing short-term summer courses offered under the auspices of the Institute for Upgrading the Teaching Cadres (*Institutul pentru Perfecţionarea Cadrelor Didactice*). The various higher institutions of art and physical education train almost all teachers for both the secondary and higher educational system in these respective fields.

Teachers for institutions of higher learning are also recruited from graduates who earn advanced degrees or distinguish themselves in their particular fields.[8]

Teacher training offered under the auspices of university departments of education is a 4-year program. Students who intend to become subject teachers in mathematics and the sciences, including biology, chemistry, and physics, are required to spend a 5th year studying their specialized field.[9]

Teachers and Their Status

After many years of pressure by teachers, the position and status of those employed in the Romanian system of education were regulated in a unified fashion in the spring of 1969. Based on directives of the Plenary Meeting of the Central Committee of the Romanian Communist Party (*Partidul Comunist Român*) of April 22–25, 1968,[10] and on the major education law adopted shortly thereafter,[11] the Statute of the Teachers in the Socialist Republic of Romania was adopted by the Grand National Assembly (*Marea Adunare Naţională*) on March 14, 1969.[12]

The adoption of the Statute was preceded by the first National Teachers' Conference (*Conferinţa Naţională a Cadrelor Didactice*), held between February 5 and 7, 1969.[13] Devoted largely to a discussion of the major problems confronting Romanian education, with emphasis on the teaching cadres, it also served as a forum for ratifying the draft Statute by the teachers.

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[8] For details on the recruitment system in higher education, see pp. 121–23.

[9] Nicolae Apostolescu, "Sistemul pregătirii şi perfecţionării personalului didactic din România" (The System for the Training and Upgrading of Teachers in Romania). *Revista de Pedagogie* (Review of Education), Bucharest, XVIII:7–8:51–62, July–Aug. 1969.

[10] See p. 16.

[11] "Legea nr. 11 privind învăţământul în Republica Socialistă România" (Law No. 11 Concerning Education in the Socialist Republic of Romania). *Buletinul Oficial* (Official Bulletin), Bucharest, No. 62, May 13, 1968, pp. 484–505.

[12] "Legea nr. 6 privind Statutul personalului didactic din Republica Socialistă România" (Law No. 6 Concerning the Statute of Teachers in the Socialist Republic of Romania). *Buletinul Oficial*, No. 33, Mar. 15, 1969, pp. 256–85. (Referred to hereafter as Statute.)

[13] For proceedings of the Conference, see *Scînteia* (The Spark), Bucharest, Feb. 6, 7, 8, 1969.

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The Teachers' Statute of 1969

Prepared under the auspices of the Ministry of Education and the Union of the Trade Unions in the Institutions of Education and Culture (*Uniunea sindicatelor din instituţiile de învăţămînt şi cultură*), the Statute regulates the rights and duties of teachers, teaching assistants, and administrative and supervisory personnel employed at all education levels.

Based on the fundamental objective of combining the interests of education with those of the teaching cadres, the Statute specifies the rules and regulations governing teachers throughout their period of employment. It provides, among other things, for the organization of a unified system relating to the training, appointment, promotion, and upgrading of teachers; the application of the principle of collective leadership in the administration of educational institutions; the correlation of educational activities with the social-political life of the community in which the teachers work and with that of the country as a whole; the expansion of cooperation between the schools and the other social agencies involved in education; and the remuneration of teachers in a differentiated manner, according to their level of training, seniority, and the quality of their professional-educational activities.

Teachers in the Pre-Higher Education System

The teaching staff of the preschool, elementary and secondary, and vocational and technical school systems consists of the following: 1) kindergarten teachers (*educatoare*) employed in kindergartens and nurseries, 2) teachers (*învăţători*) and schoolmasters or instructors (*institutori*) employed primarily in grades 1 to 4 of the schools of general education, 3) professors (*profesori*) employed as subject teachers in the upper elementary, secondary, and vocational schools, and 4) master-instructors (*maiştri-instructori*) who teach practical subjects and supervise practical training.

Qualifications. To qualify for appointment as a kindergarten or lower elementary grade teacher, candidates must possess a diploma issued either by a 5-year teacher-training lyceum or by a postsecondary teacher-training school. Schoolmasters or instructors must, in addition to fulfilling requirements for teachers, have been graduated from a university or a teacher-training institute. For the position of professor in schools of general education, candidates must possess a diploma issued either by a university or a teacher-training institute. Those intending to teach in the secondary school system must be graduates of universities or institutions of higher learning other than teacher-training institutes training teachers for schools of general education. To qualify as a master-instructor, candidates must hold diplomas issued either by schools for master craftsmen (*şcoli de maiştri*) or specialized lyceums (*licee de specialitate*) or by so-called schools of post-lyceum specialization (*şcoli de specializare postliceală*), and must have worked for at least 3 years as a master craftsman (*maiştru*) or 5 years as a technician.[14]

[14] Articles 5 and 9 of the Statute cited in footnote 12.

Appointment. Vacancies in the pre-higher educational system are filled through an appointment process involving both central and local governmental agencies. The number and location of the vacancies are determined on the basis of reports submitted to the Ministry of Education by competent agencies of the county people's committees (*consiliile locale judeţene*). Vacancies are filled by executive committees (*comitetele executive*) or by school inspectorates (*inspectoratele şcolare*) of the county people's councils on the basis of nominations made by the Ministry of Education from graduates of teacher-training schools and institutes or education departments or programs of institutions of higher learning.

Vacancies are also filled by transferring teachers within the school system or hiring qualified people from other sectors of the socialist society.[15] Newly-appointed full-time teaching personnel with rank and title (e.g., teacher, schoolmaster, or professor) are known as titularies (*titulari*), and prior to acquiring tenure (*definitivare*), they serve on a probationary (*stagiar*) basis.

Tenure and Rank. Tenure is normally granted following a special inspection and an examination given at the end of the 3d year of probationary service. The tenure examination, which must be taken by all who have served for 3 years, may be repeated in three consecutive sessions.[16] It varies according to the education level in which teachers serve. Kindergarten teachers are required to take a written and oral examination in the Romanian (or native) language and literature and an oral in the preschool psychology and pedagogy. Class teachers in lower elementary grades must take a written examination in the Romanian (or native) language and literature and orals in arithmetic, problems of child psychology and education, and scientific socialism. Professors must take a written and oral examination in their particular fields or subject (s) of specialization and orals in problems of child psychology and education and in scientific socialism.[17]

Teachers eager to improve their economic and professional status may take a colloquium for advancement and promotion to two special ranks or grades (*grade*) in the Romanian pre-higher educational system: Grade II (*gradul II*) and Grade I (*gradul I*).

Grade II is conferred on teachers who distinguished themselves in their particular fields, who have completed at least 5 years since acquiring tenure, and who pass a special inspection and a colloquium. The colloquium is based on the material and bibliography prepared by the Ministry of Education for the various categories of teachers.

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[15] The transfer procedure is a very complicated one, and authorization is normally granted only on well-substantiated grounds. It is particularly difficult for teachers to transfer to larger cities; their request is decided on the basis of a competitive examination. See Articles 12–32 of the Statute.

[16] Although the tenure examination may be taken only three times, occasionally teachers are permitted to try a fourth time. This was the case, for example, during the fall of 1969. See "De la Ministerul Învăţămîntului" (From the Ministry of Education). *Gazeta Învăţămîntului*, No. 1000, June 20, 1969, p. 2.

[17] Candidates for the tenure examinations are informed about the time and place of the examinations in the education journals. For the announcement for the Sept. 1969 session, see *ibid.*

Kindergarten teachers are tested on literature for children and the methodology of preschool education. Teachers are examined in the Romanian (or native) language, in arithmetic, and in the methodology concerning teaching these subjects. The colloquium for professors consists of an oral in their subject of specialization and in methodology.

Grade I is conferred on teachers who further distinguish themselves in their particular areas or subjects of interest and in education in general and who have served at least 5 years since being raised to Grade II. Teachers who possess the doctoral degree are automatically ranked in Grade I. The time element may be reduced to 4 years for candidates who receive a straight "10" average [18] in the examination for Grade II.[19]

Rights and Duties. Under the 1969 Statute, the teachers employed in the pre-higher educational system [20] are entitled to

- receive a teaching assignment commensurate with their professional training and qualifications;
- use the facilities and libraries of the educational institutions to advance their training;
- publish their manuscripts and findings;
- participate in the system for upgrading teachers and enjoy the benefits derived therefrom;
- take an active part in the professional organizations and cultural associations relating to education; and
- use the research facilities in the county teachers' homes to keep abreast with developments in their respective fields.

In addition to these rights, the teachers are entitled to an annual paid vacation of 62 days—from July 1 to August 31.

The responsibilities of teachers are manifold, clearly defined under law, and strictly enforced. They involve not only the standard responsibilities expected of teachers everywhere, including preparation, classroom performance, examinations and grading, and keeping up-to-date in their particular field(s) of specialization, but also those peculiar to persons employed in ideologically-oriented states. These latter include participation in extracurricular activities organized in association with the youth organizations, continuous improvement in political and ideological training, and active involvement in implementing policies of the Party and the State.

Theoretically, teachers are expected to work an average of 8 hours a day. The teaching load varies in terms of the function of the teachers and the subjects taught. Kindergarten teachers are required to work 6 hours with the children, while the lower elementary grade teachers and

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[18] The grading system is identical in all education levels. Grades range from "10," the highest, to "1," the lowest. The minimum grade for passing is usually "5."

[19] As is the case with tenure examinations, the time and place of colloquiums for Grade II and the deadline for completing the files for Grade I are announced in education journals. For the announcement of the colloquium scheduled for Apr. 5–11, 1970, see *Gazeta Învăţământului,* No. 1015, Oct. 31, 1969, p. 4. See also Articles 84–91 of the Statute.

[20] Teachers employed in vocational and technical schools are, to a large extent, composed of so-called *cumularzi* or part-timers, employed on a full-time basis either in other levels of education or in industry.

schoolmasters must teach from 4 to 5 hours a day. The weekly teaching load of professors varies from 18 to 20 hours; those teaching drawing, music, and physical education, however, are required to work 20 to 21 hours per week.[21] Master-instructors are required to spend from 24 to 30 hours in school shops teaching practical subjects.[22]

One of the most positive features of the regulations relating to teachers is the requirement that they participate periodically in the upgrading system organized under the auspices of the Ministry of Education. Plans and programs for the upgrading of teachers are prepared by the Ministry on an annual basis, and normally include the following:

- individual independent study;
- participation in pedagogical-methodological activities organized within the framework of the school or a group of schools;
- involvement in conferences and symposiums on subjects taught and on educational methodology;
- attendance at upgrading courses;
- participation in instructional sessions and discussions organized for guidance and homeroom teachers;
- attendance at courses and discussions relating to the management of schools, organized for administrative personnel; and
- preparation for tenure examinations and colloquiums for advancement to Grade II or Grade I.

The actual implementation of plans and programs prepared under the auspices of the Ministry of Education is entrusted to the education departments of institutions of higher learning; the Central Institute for Upgrading Teaching Personnel (*Institutul Central de Perfecţionare a Personalului Didactic*) and its branches in the university cities of Cluj, Craiova, Iaşi, and Timişoara; the county school inspectorates; and various scientific organizations and associations.

Teachers with 25 years of service in the profession are not required to attend upgrading and refresher courses.[23]

Teachers in Higher Education

The instructional staff of Romanian institutions of higher learning is composed of teachers serving in one of the following five ranks: 1) professor (*profesor*), 2) associate professor (*conferenţiar*) 3) project head or lecturer (*şef de lucrări or lector*), 4) assistant (*asistent*), and 5) probationary assistant (*asistent stagiar*).

The number of positions in all ranks in the entire higher educational system is established by the Ministry of Education on the basis of recommendations made by institutions of higher learning.

All full-time instructors with rank and title are known as titularies

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[21] Exception is made for teachers of drawing, music, and physical education at teacher-training lyceums or postsecondary schools of pedagogical specialization; their weekly load is established at 18 to 20 hours. Article 64 of the Statute.

[22] For further details concerning the rights and responsibilities of the teachers in the pre-higher educational system, see Articles 50–75 of the Statute.

[23] Articles 76–80 of the Statute.

(*titulari*). A tenured instructor is referred to as *titular definitiv;* one without tenure, as provisional titulary (*titular provizoriu*). Professors and associate professors are normally appointed on the basis of competitions; lecturers and assistants by promotions or competitions; and probationary assistants through direct appointment of graduates of institutions of higher learning or through competitions.

The positions of professor and associate professor are filled through an appointment process involving the rector, the senate (*senat*), and the Ministry of Education. Vacancies in these positions are determined by the rector, who, in turn, notifies the senate, or, in the case of an institution of higher learning operating without a senate, the Ministry of Education. The senate or the Ministry thereupon appoints competition commissions (*comisiile de concurs*) on the basis of recommendations by the rectors. Each commission is composed of a president, normally the dean (*decan*) of the school, and three professors or associate professors who are experts in the particular field(s) in which vacancies exist.

The vacancies, competitions, and all details relating to them, including the qualification requirements, the name and location of the institutions, and the dates for filing applications, are published under the auspices of the rectors in the *Official Bulletin of the Socialist Republic of Romania* (*Buletinul Oficial al Republicii Socialiste România*) and in leading education journals.[24]

Competition for the position of professor is open to candidates who possess the doctor-docent-in-science (*doctor-docent in ştiinţe*) degree, to associate professors with doctorates and 3 years of experience in the particular specialty or 10 years in higher education, and to specialists not employed in higher education who possess the doctorate in particular fields and have had at least 12 years' experience in scientific research, planning, industry, or State administration.

Applicants for the position of associate professor must hold either the doctor-docent-in-science degree or the doctorate and have had at least 8 years' experience in teaching or in scientific research, planning, or State administration.

The primary function of the competition commissions is to study and evaluate candidates on the basis of interviews and materials submitted in support of their applications [25] and to make recommendations. Individual reports by members and the conclusions reached by presidents of the commissions are forwarded to the faculty council of the school (*consiliul profesoral al facultăţii*) in which the appointments are to be made, and, upon approval, to the university senate, which must act

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[24] See, for example, announcements of competitions by various institutions of higher learning for filling a variety of vacancies in *Gazeta Învăţământului*, No. 969, Nov. 15, 1968, p. 4. Announcements of this type appear quite frequently in this journal.

[25] The materials that candidates are expected to submit include notarized transcripts of their diplomas and higher education records, copies of their scientific works, the recommendation of their department chairmen concerning both their professional and social record, a certificate relating to their length of service, a résumé of their scientific activities, and a signed autobiographical statement.

within 30 days. Formal appointments are made by the Ministry of Education on the basis of senate decisions reported by the rectors.

The positions of lecturer and assistant are filled either through the promotion of assistants and probationary assistants, respectively, or through competitions. The promotion procedure requires that a candidate be recommended by his department chairman to faculty councils of the particular schools. Decisions of the faculty councils are forwarded by their respective deans to the rector; he, in turn, makes formal appointments on the basis of final decisions by the university senate. Positions not filled under this procedure are filled through a competitive process, basically the same as the one governing the appointment of professors and associate professors.

If within 6 years assistants and probationary assistants do not prove themselves effective either in teaching, research, or published work, they may be dismissed by the Ministry of Education. Dismissal is based on recommendations by the departments and concurrence by the faculty council and rector. Persons dismissed are assured positions in other sectors of the economy commensurate with their abilities and studies.

The rights and duties of the instructional staff in institutions of higher learning are basically the same as those of teachers in the pre-higher educational system. Although the character and level of work of those employed in higher education are more advanced than those of teachers in the lower levels, teachers in institutions of higher learning are required to work an average of about 8 hours a day. The teaching load accounts for 6 hours a week for professors and associate professors, 8 hours for lecturers, 12 hours for assistants, and from 6 to 12 hours for probationary assistants during the last 2 years of their probation.[26]

Remuneration

In addition to rights relating to professional activities, teachers employed in all education levels in Romania enjoy, under law, a series of privileges concerning salary, retirement, and recognition of service.

The wage scale of teachers is determined on the basis of

- teaching position filled,
- training required for the position,
- teaching rank achieved,
- seniority in education and level of teaching performance, and
- specific conditions in which the teaching is conducted.

These criteria are evaluated when teachers approach the end of the five promotional steps or grades (*gradaţii*) consisting of 5 years each.[27] Teachers with outstanding records of performance may be promoted

[26] Articles 101–71 of the Statute.

[27] Toward the end of each 5-year promotional period, teachers are evaluated both with respect to their teaching and their performance of other assigned responsibilities. The evaluation is made by leaders of the particular school, in consultation with the local trade union chapter, and discussed in the faculty council. Teachers may appeal the findings of the school leadership to the school inspectorates, the ministry, or the central governmental agency under whose auspices their school operates. Articles 74–75 of the Statute.

at a faster rate; that is, the period of service may be reduced from 5 to 4 years. The promotional scale for those serving in lower education levels in schools located in rural areas (where the conditions of teaching and living are less favorable than in the cities) may be further reduced —from 5 to 3 years. This is an inducement to encourage teachers to accept positions in rural areas on a voluntary basis.

Teachers normally retire after completing the fifth promotional grade; i.e., after 25 years of service. Professors and associate professors in higher education are allowed to teach to age 70, after which they can continue, under certain conditions, as consultants (*consultanţi*).[28]

In addition to being entitled to consideration for faster-than-usual promotions and the salary increases that accompany such advancement, outstanding teachers are eligible to receive special titles and prizes in recognition of their services. In the lower education levels, teachers so identified may be awarded either the title outstanding (*evidenţiat*) or meritorious (*emerit*). In higher education, only the meritorious title is used. The outstanding title is awarded by the Ministry of Education to teachers with excellent teaching records who have completed at least 5 years in the profession. The meritorious title is awarded by the Council of State (*Consiliul de Stat*)[29] to teachers with an outstanding reputation and long record of service. The prizes, titles, and other special distinctions are normally awarded on June 30, the day proclaimed as teachers' day (*Ziua învăţătorului*).[30]

On the basis of evidence presented, it can be said that Romanian teachers, like those in other socialist countries, are nearly on a par with teachers in the nonsocialist world with regard to financial and material remuneration. However, partially because a special system of recognition for outstanding teachers is in existence, they enjoy greater esteem and higher social status than do their counterparts in most democracies.

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[28] Retirement conditions and pensions are regulated under the Law Concerning State Social Security Pensions (*Legea privind Pensiile de Asigurări Sociale de Stat*).

[29] For details on the Council of State, see p. 5.

[30] Articles 172–208 and 223–27 of the Statute.

Appendix A

Glossary

Romanian	English
A	
Academia de ştiinţe social-politice Ştefan Gheorghiu	Stefan Gheorghiu Academy of Social and Political Science
——— *Republicii Socialiste România*	Academy of the Socialist Republic of Romania
Academie	academy
Agitaţie-propagandă	agitation and propaganda
Arhitect conductor	architectural foreman
——— *diplomat*	diploma-holding architect
B	
Bacalaureat	baccalaureate
Birou	bureau
——— *de personal*	personnel bureau
C	
Cămină de copii	nursery
Carnet de student	student record book
Catedră	department
Centrul de Cercetări pentru Problemele Tineretului	Research Center for Youth Problems
Certificat de absolvire	graduation certificate
Ciclul superior de 2 ani	upper 2-year cycle (of elementary education)
Circumscripţie preşcolară	preschool district
——— *şcolară*	school district
Colegiul Central de Partid	Central Party Collegium
——— *Ministerului Învăţământului*	Collegium of the Ministry of Education
Comisia Centrală de Revizie	Central Auditing Commission
——— *Superioară de Diplome*	High Commission on Diplomas
Comisie de doctorat	doctoral commission
——— *juridică*	law commission
——— *pentru cultură şi învăţământ*	Commission on Education and Culture
Comitet de părinţi	parents' committee
Comitetul Central	Central Committee
——— *de Stat al Apelor*	State Waters Commission
——— ——— ——— ——— *planificării*	State Planning Committee

——— ——— ——— *pentru Construcţii, Arhitectură şi Sistematizare*	State Committee on Construction, Architecture, and Systematization
——— ——— ——— ——— *Cultură şi Artă*	State Committee for Culture and Art
——— ——— ——— ——— *Probleme de Organizare şi Salarizare*	State Committee on Problems of Organization and Wages
——— *executiv*	executive committee
——— *Uniunii Sindicatelor*	Trade Union Committee
Comună	village or commune
Conducător ştiinţific	scientific leader or mentor
Conductor agronom	agronomic foreman
——— *arhitect*	architectural foreman
Conferenţiar	associate professor
Conferinţa Naţională a Studenţilor	National Conference of Students
Conservatorie	conservatory
Consilii studenţeşti	student councils
Consiliile populare judeţene	county people's councils
Consiliul artelor plastice	Council of Plastic Arts
——— *de apărare*	Council of Defense
——— ——— *Miniştri*	Council of Ministers
——— ——— *Stat*	Council of State
——— *învăţământului de cultură generală*	Council of the Schools of General Education
——— ——— *profesional şi tehnic*	Council of Vocational and Technical Education
——— ——— *superior*	Council of Higher Education
——— *muzicii*	Council of Music
——— *Naţional al Cercetării Ştiinţifice*	National Council for Scientific Research
——— ——— ——— *Organizaţiei Pionierilor*	National Council of the Pioneers' Organization
——— ——— *pentru Educaţie şi Sport*	National Council for Physical Education and Sports
——— *popular*	people's council
Consiliul profesoral	faculty council or professorial council
——— *Superior al Agriculturii*	Higher Council of Agriculture
——— *teatrelor*	Council of Theaters
Corpul de inspectori generali şcolari	Corps of General School Inspectors
Curs de calificare	qualifying course
——— ——— *perfecţionare*	refresher or further-training course
——— ——— *scurtă durată*	short-term course

D

Decan	dean
Definitivare	tenure or confirmation in position
Departamentul învăţământului profesional şi tehnic	Department of Vocational and Technical Education
Detaşament	detachment
Diplomă de absolvire	graduation diploma
——— ——— *arhitect*	diploma of architect
——— ——— *bacalaureat*	baccalaureate diploma
——— ——— *conductor arhitect*	diploma of architectural foreman
——— ——— *doctor-medic*	diploma of physician or medical doctor
——— ——— ——— ——— *veterinar*	diploma of veterinary doctor
——— ——— *inginer*	diploma of engineer
——— ——— *licenţă*	license diploma
——— ——— *subinginer*	diploma of junior engineer

Direcţia de aprovizionare ..... Directorate of Supplies
——— ——— *control* ..... Directorate of Control
——— ——— *relaţii externe* ..... Directorate of Foreign Relations
——— *generală a învăţământului profesional şi tehnic* ..... General Directorate of Vocational and Technical Education
Direcţia generală a învăţământului superior tehnic şi economic ..... General Directorate of Higher Technical and Economic Education
——— ——— ——— ——— *universitar* ... General Directorate of University Education
——— ——— ——— ——— *organizării învăţământului de cultură generală* .... General Directorate on the Organization of Schools of General Education
——— ——— *pedagogică a învăţământului de cultură generală* ..... Pedagogical General Directorate of Schools of General Education
——— *pentru învăţământul limbile naţionalităţilor conlocuitoare* ..... Directorate on Education in the Languages of the National Minorities
——— *plan-finanţe* ..... Directorate on Planning and Finance
——— *secretariatului, documentării şi administrativă* ..... Directorate of the Secretariat, Documentation, and Administration
——— *tehnică de investiţii* ..... Technical and Investments Directorate
Director ..... director
——— *adjunct* ..... deputy director
Doctor ..... doctor
——— *-docent în ştiinţe* ..... doctor-docent-in-science
Doctorand ..... doctoral student

E

Editura Didactică şi Pedagogică ..... Didactical and Pedagogical Publishing House
Emerit ..... meritorious
Evidenţiat ..... outstanding
Examen de bacalaureat ..... baccalaureate examination
——— ——— *definitivare* ..... confirmation or tenure examination
——— ——— *diplomă* ..... diploma examination

F

Facultate ..... faculty or school
Frontul Popular Democratic ..... People's Democratic Front
——— *Unităţii Socialiste* ..... Front of Socialist Unity

G

Gradaţie ..... promotional grade
Grădiniţă de copii ..... kindergarten
Grupă de studenţi ..... student group

I

Inginer economist ..... engineer economist
Inspectorat şcolar ..... school inspectorate
Institut ..... institute
——— *pedagogic de învăţători* ..... teacher-training institute
——— ——— ——— *3 ani* ..... 3-year teacher-training institute

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Institutor	schoolmaster or instructor
Institutul de Ştiinţe Pedagogice	Institute of Pedagogical Sciences
——— *pentru Perfecţionarea Cadrelor Didactice*	Institute for Upgrading the Teaching Cadres
Învăţământul liceal	lyceum or secondary education
——— *obligatoriu de cultură generală*	compulsory general or elementary education
——— *postuniversitar*	postuniversity or postgraduate education
——— *preşcolar*	preschool or preprimary education
——— *profesional şi tehnic*	vocational and technical education
——— *superior*	higher education
——— ——— *agronomic*	higher agronomic education
Învăţământul superior de artă	higher art education
——— ——— *cultură fizică*	higher physical education
——— ——— *medicină şi farmacie*	higher medical and pharmaceutical education
——— ——— *economic*	higher economic education
——— ——— *pedagogic*	higher teacher education
——— ——— *tehnic*	higher technical education
——— ——— *universitar*	higher university education
——— *tehnic*	technical education
Învăţător	teacher

J

Judeţ	county
Jurnalul de grupă	group record

L

Lector	lecturer
Legitimaţia de student	student identification card
Liceu	lyceum or high school
——— *agricol*	agricultural lyceum
——— *de cultură generală*	academic lyceum or lyceum of general education
——— ——— *specialitate*	specialized lyceum
——— *economic*	economic lyceum
——— *industrial*	industrial lyceum
——— *pedagogic de învăţători şi educatoare*	teacher-training lyceum for teachers and kindergarten teachers
——— *sanitar*	health-oriented lyceum

M

Maistru	master craftsman
Maistru-instructor	master-instructor
Marea Adunare Naţională	Grand National Assembly
Ministerul Energiei Electrice	Ministry of Electric Power
——— *Finanţelor*	Ministry of Finance
——— *Industriei Chimice*	Ministry of Chemical Industry
——— ——— *Construcţiilor de Maşini*	Ministry of Machine-Building Industry
——— ——— *Uşoare*	Ministry of Light Industry
——— *Învăţământului*	Ministry of Education
——— *Muncii*	Ministry of Labor
——— *pentru Problemele Tineretului*	Ministry for Youth Problems
——— *Sănătăţii şi Prevederilor Sociale*	Ministry of Health and Social Welfare
Ministrul Învăţământului	Minister of Education

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O

Oraş ..... town or city
Organizaţia Pionierilor ..... Pioneers' Organization

P

Palatul Pionierilor ..... Pioneers' Palace
Partidul Comunist Român ..... Romanian Communist Party
Preşedinte ..... president
Prezidiul Permanent ..... Standing Presidium
Primar ..... Mayor
Procuratura ..... prosecutor's office
Procuror General ..... chief public prosecutor or general procurator
Prodecan ..... assistant dean
Prorector ..... deputy rector or provost

R

Rector ..... rector or chancellor or president
Republica Socialistă România ..... Socialist Republic of Romania

S

Şcoală de cultură generală ..... school of general education or elementary school
——— ——— *maiştri* ..... school for master craftsmen
——— ——— *specializare postliceală* ..... school for postsecondary specialization
——— *profesională* ..... vocational school
——— ——— *maiştri* ..... evening vocational school
——— *serală de partid* ..... evening Party school
——— *Superioară de Partid Ştefan Gheorghiu* ..... Stefan Gheorghiu Higher Party School
——— *tehnică pentru personal tehnic* ..... technical school for technical personnel
Şcoli tehnice post-medii ..... postsecondary technical schools
Secretar General ..... Secretary General
——— *ştiinţific* ..... scientific secretary
Secretariat ..... secretariat
Secţia Învăţămînt ..... education section
Secţie ..... section
——— *reală* ..... science or *real* section
——— *umanistă* ..... humanities section
Şef de catedră ..... department chairman
Şef de lucrări ..... project chief or lecturer
Senat ..... senate
Stagiar ..... probationary
Stagiu de pregătire ..... preparation phase
Subinginer ..... junior engineer

T

Teză de doctorat ..... doctoral thesis or dissertation
Titular ..... titulary or titled instructor

U

Ucenicie la locul de muncă ..... on-the-job apprenticeship
Unitate ..... unit
Uniunea Asociaţiilor Studenţilor din România—UASR ..... Union of Student Associations of Romania

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——— *Centrală a Cooperativelor de Consum* ..... Central Union of Consumer Cooperatives

——— ——— ——— ———

Meşteşugăreşti ..... Central Union of Handicraft Cooperatives
——— *de Cultură Fizică şi Sport* ..... Union of Physical Education and Sports
——— *Tineretului Comunist—UTM* ..... Union of Communist Youth
Universitate ..... university
——— *serală de marxism-leninism* ..... evening university of Marxism-Leninism
Universităţi muncitoreşti ..... workers' universities
——— *populare* ..... people's universities

Z

Ziua învăţătorului ..... teacher's day

Appendix B

Romanian Higher Education Institutions, 1968

Institution and schools	Years of study [1]	Rector
I. UNIVERSITIES (*Universităţi*)		
Alexandru Ioan Cuza University of Iaşi (*Universitatea Alexandru Ioan Cuza din Iaşi*)	.....	Dr. Ion Creangă
School of Biology and Geography (*Facultatea de biologie-geografie*)	5	
School of Chemistry (*Facultatea de chimie*)	5	
School of Economics (*Facultatea de studii economice*)	4	
School of History and Philosophy (*Facultatea de istorie-filozofie*)	5	
School of Law (*Facultatea de drept*)	5	
School of Mathematics and Mechanice (*Facultatea de matematică-mecanică*)	5	
School of Philology (*Facultatea de filologie*)	5	
School of Physics (*Facultatea de fizică*)	5	
Babeş-Bolyai University of Cluj (*Universitatea Babeş-Bolyai din Cluj*)	.....	Dr. Ştefan Pascu
School of Biology and Geography	5	
School of Chemistry	5	
School of Economics	4	
School of History and Philosophy	5	
School of Law	5	
School of Mathematics and Mechanics	5	
School of Philology	5	
School of Physics	5	
University of Bucharest (*Universitatea din Bucureşti*)	.....	Dr. Jean Livescu
School of Biology (*Facultatea de biologie*)	5	
School of Chemistry	5	
School of Geology and Geography	5	

I. UNIVERSITIES (continued)

Institution and schools	Years of study [1]	Rector
School of History (*Facultatea de istorie*)	5	
School of Law	5	
School of Mathematics and Mechanics	5	
School of Philosophy (*Facultatea de filozofie*)	5	
School of Physics	5	
School of Romanian Language and Literature (*Facultatea de limba şi literatura Română*)	5	
University of Craiova (*Universitatea din Craiova*)		Dr. Mircea Oprean
School of Agriculture (*Facultatea de agricultură*)	5	
School of Chemistry	5	
School of Economics	4	
School of Electrotechnology (*Facultatea de electrotehnică*)	5	
School of Horticulture (*Facultatea de horticultură*)	5	
School of Mathematics (*Facultatea de matematică*)	5	
School of Philology	5	
University of Timişoara (*Universitatea din Timişoara*)		Dr. Ioan Curea
School of Economics	4	
School of Mathematics and Mechanics	5	
School of Philology	5	
School of Physics	5	

II. HIGHER TECHNICAL EDUCATION (*Invăţămîntul superior tehnic*)

Gheorghe Gheorghiu-Dej Polytechnical Institute of Bucharest (*Institutul Politehnic Gheorghe Gheorghiu-Dej din Bucureşti*)		Dr. George Bărănescu
School of Agricultural Mechanics (*Facultatea de mecanică agricolă*)	5	
School of Automation (*Facultatea de automatică*)	5	
School of Electronics and Telecommunications (*Facultatea de electronică şi telecomunicaţii*)	5	
School of Electrotechnology	5	
School of Energetics (*Facultatea de energetică*)	5	
School of Industrial Chemistry (*Facultatea de chimie industrială*)	5	
School of Machine-Building Technology (*Facultatea de tehnologia construcţiei de maşini*)	5	

II. HIGHER TECHNICAL EDUCATION (continued)

Institution and schools	Years of study [1]	Rector
School of Mechanics (*Facultatea de mecanică*)	5	
School of Metallurgy (*Facultatea de metalurgie*)	5	
School of Transportation (*Facultatea de transporturi*)	5	
Institute of Construction of Bucharest (*Institutul de Construcţii din Bucureşti*)		Prof. Radu Prişcu
School of Construction Installations (*Facultatea de instalaţii pentru construcţii*)	5	
School of Construction Machines and Equipment (*Facultatea de maşini şi utilaj pentru construcţii*)	5	
School of Construction (*Facultatea de construcţii*)	5	
School of Hydrotechnology (*Facultatea de hidrotehnică*)	5	
School of Rail, Road, and Bridge Building (*Facultatea de construcţii feroviare, drumuri şi poduri*)	5	
Institute of Mines of Petroşeni (*Institutul de Mine din Petroşeni*)		Dr. Aron Popa
School of Mines (*Facultatea de mine*)	5	
School of Mining Electromechanics (*Facultatea de electromecanică minieră*)	5	
Institute of Petroleum of Ploieşti (*Institutul de Petrol din Ploieşti*)		Dr. Stelian Dumitrescu
School of Petroleum Machines and Equipment (*Facultatea de maşini şi utilaj petrolier*)	5	
Institute of Petroleum, Gas, and Geology of Bucharest (*Institutul de Petrol, Gaze şi Geologie din Bucureşti*)		Dr. Mihai Bogdan
School of Crude Oil and Gas Exploitation (*Facultatea de exploatarea zăcămintelor de ţiţei şi gaze*)	5	
School of Crude Oil, Gas Technology and Chemical Processing (*Facultatea de tehnologia şi chimizarea ţiţeiului şi gazelor*)	5	
School of Technical Geology (*Facultatea de geologie tehnică*)	5	
Ion Mincu Institute of Architecture of Bucharest (*Institutul de Arhitectură Ion Mincu din Bucureşti*)		Prof. Ascanio Damian

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II. HIGHER TECHNICAL EDUCATION (continued)

Institution and schools	Years of study [1]	Rector
School of Architecture and Urban Development (*Facultatea de arhitectură şi urbanism*)	6	
Polytechnical Institute of Braşov (*Institutul Politehnic din Braşov*)		Dr. Gheorghe Nițescu
School of Forestry (*Facultatea de silvicultură*)	5	
School of Lumber Processing (*Facultatea de industrializarea lemnului*)	5	
School of Machine-Building Technology	5	
School of Mechanics	5	
Polytechnical Institute of Cluj (*Institutul Politehnic din Cluj*)		Prof. Bazil Popa
School of Construction	5	
School of Electromechanics (*Facultatea de electromecanică*)	5	
School of Mechanics	5	
Polytechnical Institute of Galaţi (*Institutul Politehnic din Galaţi*)		Prof. Iosif Egri
School of Food Technology and Fishing (*Facultatea de tehnologia produselor alimentare şi tehnica pescuitului*)	5	
School of Mechanics	6	
Polytechnical Institute of Iaşi (*Institutul Politehnic din Iaşi*)		Academician Cristofor Simionescu
School of Constructions	5	
School of Electrotechnology	5	
School of Hydrotechnology	5	
School of Industrial Chemistry	5	
School of Light Industry (*Facultatea de industrie uşoară*)	5	
School of Mechanics	5	
Polytechnical Institute of Timişoara (*Institutul Politehnic din Timişoara*)		Prof. Constantin Avram
School of Agricultural Mechanics	5	
School of Construction	5	
School of Electrotechnology	5	
School of Industrial Chemistry	5	
School of Mechanics	5	

III. HIGHER AGRONOMIC EDUCATION (*Invăţămintul superior agronomic*)

Agronomic Institute of Timişoara (*Institutul Agronomic din Timişoara*)		Dr. Iulian Drăcea
School of Agriculture	5	
School of Veterinary Medicine (*Facultatea de medicină veterinară*)	5	

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III. HIGHER AGRONOMIC EDUCATION (continued)

Institution and schools	Years of study [1]	Rector
Dr. Petru Groza Agronomic Institute of Cluj (*Institutul Agronomic Dr. Petru Groza din Cluj*)	.....	Prof. Emil Negruţiu
School of Agriculture	5	
School of Veterinary Medicine	5	
Ion Ionescu de la Brad Agronomic Institute of Iaşi (*Institutul Agronomic Ion Ionescu de la Brad din Iaşi*)	.....	Dr. Mihai Răvăruţ
School of Agriculture	5	
School of Horticulture	5	
School of Veterinary Medicine	5	
Nicolae Bălcescu Agronomic Institute of Bucharest (*Institutul Agronomic Nicolae Bălcescu din Bucureşti*)	.....	Academician Eugen Rădulescu
School of Agriculture	5	
School of Horticulture	5	
School of Veterinary Medicine	5	

IV. HIGHER ECONOMICS EDUCATION (*Învăţământul superior economic*)

Academy of Economics of Bucharest (*Academia de Studii Economice din Bucureşti*)	.....	Dr. Marin Lupu
School of Accounting and Economic Cybernetics (*Facultatea de calcul economic şi cibernetică economică*)	4½	
School of Bookkeeping (*Facultatea de contabilitate*)	4	
School of Commerce (*Facultatea de comerţ*)	4	
School of Finance (*Facultatea de finanţe*)	4	
School of General Economics (*Facultatea de economie generală*)	4	
School of Production Economics (*Facultatea de economia producţiei*)	4	

V. HIGHER MEDICAL-PHARMACEUTICAL EDUCATION (*Învăţământul superior de medicină şi farmacie*)

Medical Institute of Timişoara (*Institutul de Medicină din Timişoara*)	.....	Dr. Pius Brînzeu
School of Medicine (*Facultatea de medicină*)	6	
School of Stomatology (*Facultatea de stomatologie*)	6	
Medical-Pharmaceutical Institute of Bucharest (*Institutul de Medicină şi Farmacie din Bucureşti*)	.....	Academician Teodor Burghele

V. HIGHER MEDICAL-PHARMACEUTICAL EDUCATION (continued)

Institution and schools	Years of study [1]	Rector
School of Medicine	6	
School of Pediatrics (*Facultatea de pediatrie*)	6	
School of Pharmacy (*Facultatea de farmacie*)	5	
School of Stomatology	6	
Medical-Pharmaceutical Institute of Cluj (*Institutul de Medicină şi Farmacie din Cluj*)	.....	Dr. Octavian Fodor
School of Medicine	6	
School of Pharmacy	5	
School of Stomatology	6	
Medical-Pharmaceutical Institute of Iaşi (*Institutul de Medicină şi Farmacie din Iaşi*)	.....	Dr. Mihai Duca
School of Medicine	6	
School of Pharmacy	5	
School of Stomatology	6	
Medical-Pharmaceutical Institute of Tîrgu-Mureş (*Institutul de Medicină şi Farmacie din Tîrgu-Mureş*)	.....	Dr. Gheorghe Puşkaş
School of Medicine	6	
School of Pharmacy	5	
School of Stomatology	6	

VI. HIGHER ARTISTIC EDUCATION (*Învăţămîntul superior de artă*)

Ciprian Porumbescu Conservatory of Bucharest (*Conservatorul Ciprian Porumbescu din Bucureşti*)	.....	Prof. Victor Giuleanu
School of Composition, Conducting, and Education (*Facultatea de compoziţie, dirijat, pedagogie*)	5	
School of Instruments and Singing (*Facultatea de instrumente şi canto*)	5	
George Enescu Conservatory of Music of Iaşi (*Conservatorul de Muzică George Enescu din Iaşi*)	.....	Prof. Achim Stoia
School of Composition, Conducting, and Education	5	
School of Instruments and Singing	5	
Gh. Dima Conservatory of Music of Cluj (*Conservatorul de Muzică Gh. Dima din Cluj*)	.....	Prof. Liviu Comes
School of Composition, Conducting, and Education	5	
School of Instruments and Singing	5	
I. L. Caragiale Institute of Theater and Cinematographic Arts of Bucharest (*Institutul de Artă Teatrală şi Cinematografică I. L. Caragiale din Bucureşti*)	.....	Prof. Costache Antoniu

VI. HIGHER ARTISTIC EDUCATION (continued)

Institution and schools	Years of study [1]	Rector
School of Theater Arts (*Facultatea de teatru*)	4	
Ion Andreescu Institute of Plastic Arts of Cluj (*Institutul de Arte Plastice Ion Andreescu din Cluj*)	.....	Prof. Daniel Popescu
School of Plastic and Decorative Arts (*Facultatea de arte plastice şi decorative*)	6	
N. Grigorescu Institute of Plastic Arts of Bucharest (*Institutul de Arte Plastice N. Grigorescu din Bucureşti*)	.....	Prof. Alexandru Ciucurencu
School of Decorative Arts (*Facultatea de arte decorative*)	6	
School of Plastic Arts (*Facultatea de arte plastice*)	6	
Szentgyörgyi István Institute of Theater Arts of Tîrgu-Mureş (*Institutul de Teatru Szentgyörgyi István din Tîrgu-Mureş*)	.....	Prof. Ludovic Szabó
School of Theater Arts	4	

VII. HIGHER PHYSICAL EDUCATION (*Învăţămîntul superior de cultură fizică*)

Institute of Physical Education of Bucharest (*Institutul de Cultură Fizică din Bucureşti*)	.....	Prof. Leon Teodorescu
School of Physical Education and Sports (*Facultatea de cultură fizică şi sport*)	4	

VIII. HIGHER TEACHER EDUCATION (*Învăţămîntul superior pedagogic*)

Institute of Foreign Languages and Literature of Bucharest (*Institutul de Limbi şi Literaturi Străine din Bucureşti*) [2]	.....	Dr. Jean Livescu
School of Germanic Languages (*Facultatea de limbi germanice*)	5	
School of Oriental Languages and Literature (*Facultatea de limbi şi literaturi orientale*)	5	
School of Romance and Classical Languages (*Facultatea de limbi romanice şi clasice*)	5	
School of Slavic Languages (*Facultatea de limbi slave*)	5	
Three-Year Teacher-Training Institute of Bacău (*Institutul Pedagogic de 3 Ani din Bacău*)	.....	Dr. Gheorghe Hasan

VIII. HIGHER TEACHER EDUCATION (continued)

Institution and schools	Years of study [1]	Rector
School of History and Geography (*Facultatea de istorie-geografie*)	3	
School of Mathematics	3	
School of Natural Sciences (*Facultatea de ştiinţe naturale*)	3	
School of Philology	3	
School of Physical Education (*Facultatea de educaţie fizică*)	3	
Three-Year Teacher-Training Institute of Baia Mare (*Institutul Pedagogic de 3 Ani din Baia Mare*)		Prof. Ioan Moldovan
School of Mathematics	3	
School of Natural Sciences	3	
School of Philology	3	
Three-Year Teacher-Training Institute of Braşov (*Institutul Pedagogic de 3 Ani din Braşov*)		Prof. Eugen Chiş
School of Mathematics	3	
School of Natural Sciences	3	
School of Physics and Chemistry (*Facultatea de fizică-chimie*)	3	
Three-Year Teacher-Training Institute of Bucharest (*Institutul Pedagogic de 3 Ani din Bucureşti*) [3]		Dr. Jean Livescu
School of History and Geography	3	
School of Mathematics	3	
School of Natural Sciences	3	
School of Philology	3	
School of Physical Education	3	
School of Physics and Chemistry	3	
School of Plastic Arts	3	
Three-Year Teacher-Training Institute of Cluj (*Institutul Pedagogic de 3 Ani din Cluj*) [3]		Dr. Ştefan Pascu
School of Mathematics	3	
School of Natural Sciences	3	
School of Philology	3	
School of Physical Education	3	
School of Physics and Chemistry	3	
School of Plastic Arts	3	
Three-Year Teacher-Training Institute of Constanţa (*Institutul Pedagogic de 3 Ani din Constanţa*)		Prof. Paul Borcea
School of Mathematics	3	
School of Natural Sciences	3	
School of Philology	3	
School of Physics and Chemistry	3	
Three-Year Teacher-Training Institute of Craiova (*Institutul Pedagogic de 3 Ani din Craiova*) [3]		Dr. Mircea Oprean
School of History and Geography	3	
School of Natural Sciences	3	

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VIII. HIGHER TEACHER EDUCATION (continued)

Institution and schools	Years of study [1]	Rector
Three-Year Teacher-Training Institute of Galaţi (*Institutul Pedagogic de 3 Ani din Galaţi*)	.....	Dr. Ioan Teodorescu
School of Mathematics	3	
School of Natural Sciences	3	
School of Philology	3	
School of Physics and Chemistry	3	
Three-Year Teacher-Training Institute of Iaşi (*Institutul Pedagogic de 3 Ani din Iaşi*) [3]	.....	Dr. Ion Creangă
School of Mathematics	3	
School of Natural Sciences	3	
School of Philology	3	
School of Physical Education	3	
School of Physics and Chemistry	3	
School of Plastic Arts	3	
Three-Year Teacher-Training Institute of Oradea (*Institutul Pedagogic de 3 Ani din Oradea*)	.....	Dr. Alexandru Săndulache
School of History and Geography	3	
School of Mathematics	3	
School of Philology	3	
School of Physical Education	3	
Three-Year Teacher-Training Institute of Piteşti (*Institutul Pedagogic de 3 Ani din Piteşti*)	.....	Dr. Augustin Z. N. Pop
School of Mathematics	3	
School of Natural Sciences	3	
School of Philology	3	
Three-Year Teacher-Training Institute of Suceava (*Institutul Pedagogic de 3 Ani din Suceava*)	.....	Prof. Alexandru Vasilescu
School of Mathematics	3	
School of Philology	3	
Three-Year Teacher-Training Institute of Timişoara (*Institutul Pedagogic de 3 Ani din Timişoara*) [3]	.....	Dr. Ioan Curea
School of History and Geography	3	
School of Mathematics	3	
School of Music (*Facultatea de muzică*)	3	
School of Natural Sciences	3	
School of Philology	3	
School of Physical Education	3	
School of Physics and Chemistry	3	
School of Plastic Arts	3	
Three-Year Teacher-Training Institute of Tîrgu-Mureş (*Institutul Pedagogic de 3 Ani din Tîrgu-Mureş*)	.....	Prof. Ioan Lapohoş
School of Mathematics	3	

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VIII. HIGHER TEACHER EDUCATION (continued)

Institution and schools	Years of study [1]	Rector
School of Music	3	
School of Philology	3	
School of Physics and Chemistry ..	3	

[1] The data pertain to day session students only. Persons enrolled in correspondence courses or in evening sessions usually study 1 year longer than those attending day sessions.

[2] Not strictly a teacher-training institute, the Institute of Foreign Languages and Literature operates under the auspices of the University of Bucharest.

[3] The 3-year teacher-training institutes in the university centers of Bucharest, Cluj, Craiova, Iaşi, and Timişoara operate under the auspices of the respective universities.

SOURCE OF DATA: *Admiterea în învăţământul superior* (Admission Into Higher Education). Bucharest: Ministerul Învăţământului, 1068, pp. 13–57; "Rectorii institutilor de învăţământ superior" (The Rectors of the Institutions of Higher Learning). *Revista Învăţământului Superior* (Review of Higher Education), Bucharest, X:1095–96, Oct. 1968.

Appendix C

Research Institutes of the Academy of the Socialist Republic of Romania Offering Doctoral Programs, 1967

[—Denotes that sources did not include data]

Institute	Location	Director
Center for—		
Biological Research (*Centrul de Cercetări Biologice*)	Cluj	Academician E. Pop
Biophysical Research (*Centrul de Cercetări Biofizice*)	Bucharest	—
Logic (*Centrul de Logică*)	do.	Academician Athanase Joja
Mathematical Statistics (*Centrul de Statistică Matematică*)	do.	Academician Gheorghe Mihoc
Organic Chemistry (*Centrul de Chimie Organică*)	do.	Academician C. Neniţescu
Phonetic and Dialectal Research (*Centrul de Cercetări Fonetice şi Dialectale*)	do.	Academician Alexandru Rosetti
Physical Chemistry (*Centrul de Chimie Fizică*)	do.	Academician I. G. Murgulescu
D. Danielopolu Institute of Normal and Pathological Physiology (*Institutul de Fiziologie Normală şi Patologică D. Danielopolu*)	do.	Academician Gr. Benetato
George Călinescu Institute of History and Literary Theory (*Institutul de Istorie şi Teorie Literară George Călinescu*)	do.	Prof. A. Dima
Institute of —		
Archeology (*Institutul de Arheologie*)	do.	Academician Emil Condurachi
Art History (*Institutul de Istoria Artei*)	do.	M. Popescu
Atomic Physics (*Institutul de Fizică Atomică*)	—	—
Biochemistry (*Institutul de Biochimie*)	Bucharest	Academician E. Macovschi
Calculus (*Institutul de Calcul*)	Cluj	Academician Tib. Popoviciu
Chemistry (*Institutul de Chimie*)	do.	Academician Raluca Ripan
Economics Research (*Institutul de Cercetări Economice*)	Bucharest	Prof. M. Levente
Energetics (*Institutul de Energetică*)	do.	Academician Remus Răduleţ

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RESEARCH INSTITUTES (continued)

Institute	Location	Director
Ethnography and Folklore (*Institutul de Etnografie şi Folclor*)	do.	Prof. M. Pop
General and Applied Biology (*Institutul de Biologie Generală şi Aplicată*)	Iaşi	Academician Vasile Răşcanu
Geology and Geography (*Institutul de Geologie şi Geografie*)	Bucharest	Prof. Virgil Ianovici
History and Archeology (*Institutul de Istorie şi Arheologie*)	Cluj	Academician Constantin Daicoviciu
Juridical Research (*Institutul de Cercetări Juridice*)	Bucharest	Prof. Traian Ionaşcu
Linguistics (*Institutul de Lingvistică*)	do.	Academician Iorgu Iordan
Linguistics and Literary History (*Institutul de Lingvistică şi Istorie Literară*)	Cluj	Prof. Ion Pătruţ
Mathematics (*Institutul de Matematică*)	Bucharest	Academician M. Nicolescu
Mathematics (*Institutul de Matematică*)	Iaşi	Academician M. Haimovici
Medical Research (*Institutul de Cercetări Medicale*)	Cluj	Prof. O. Fodor
Neurology (*Institutul de Neurologie*)	Bucharest	Academician A. Kreindler
Philosophy (*Institutul de Filozofie*)	do.	Academician C. Ionescu-Gulian
Physics (*Institutul de Fizică*)	do.	Academician Eugen Bădărău
Psychology (*Institutul de Psihologie*)	do.	Prof. Al. Roşca
Nicolae Gh. Lupu Institute of Internal Medicine (*Institutul de Medicină Internă Nicolae Gh. Lupu*)	Bucharest	Prof. I. Bruckner
Nicolae Iorga Institute of History (*Institutul de Istorie Nicolae Iorga*)	do.	Academician A. Oţetea
Petru Poni Institute of Macromolecular Chemistry (*Institutul de Chimie Macromoleculară Petru Poni*)	Iaşi	Prof. Ion Zugrăvescu
Professor C. I. Parhon Institute of Endocrinology (*Institutul de Endocrinologie Prof. C. I. Parhon*)	Bucharest	Academician Ştefan Milcu
Ştefan S. Nicolau Institute of Inframicrobiology (*Institutul de Inframicrobiologie Ştefan S. Nicolau*)	do.	Prof. N. Cajal
Traian Săvulescu Institute of Biology (*Institutul de Biologie Traian Săvulescu*)	do.	Academician Alice Săvulescu
Traian Vuia Institute of Fluid Mechanics (*Institutul de Mecanica Fluidelor*)	do.	Academician Elie Carafoli

SOURCE OF DATA: *Buletinul Oficial* (Official Bulletin), Bucharest, No. 101, Dec. 1, 1967, p. 796; *The World of Learning 1969–70*. London: Europa Publications Limited, [1970], pp. 1086–88.

Appendix D

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